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Education
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Ontario Provincial Report on Achievement

English-Language Schools

Assessment Results:

- EQAO Grade 3 Assessment of Reading, Writing and Mathematics
- EQAO Grade 6 Assessment of Reading, Writing and Mathematics
- School Achievement Indicators Program (SAIP)

1998-1999

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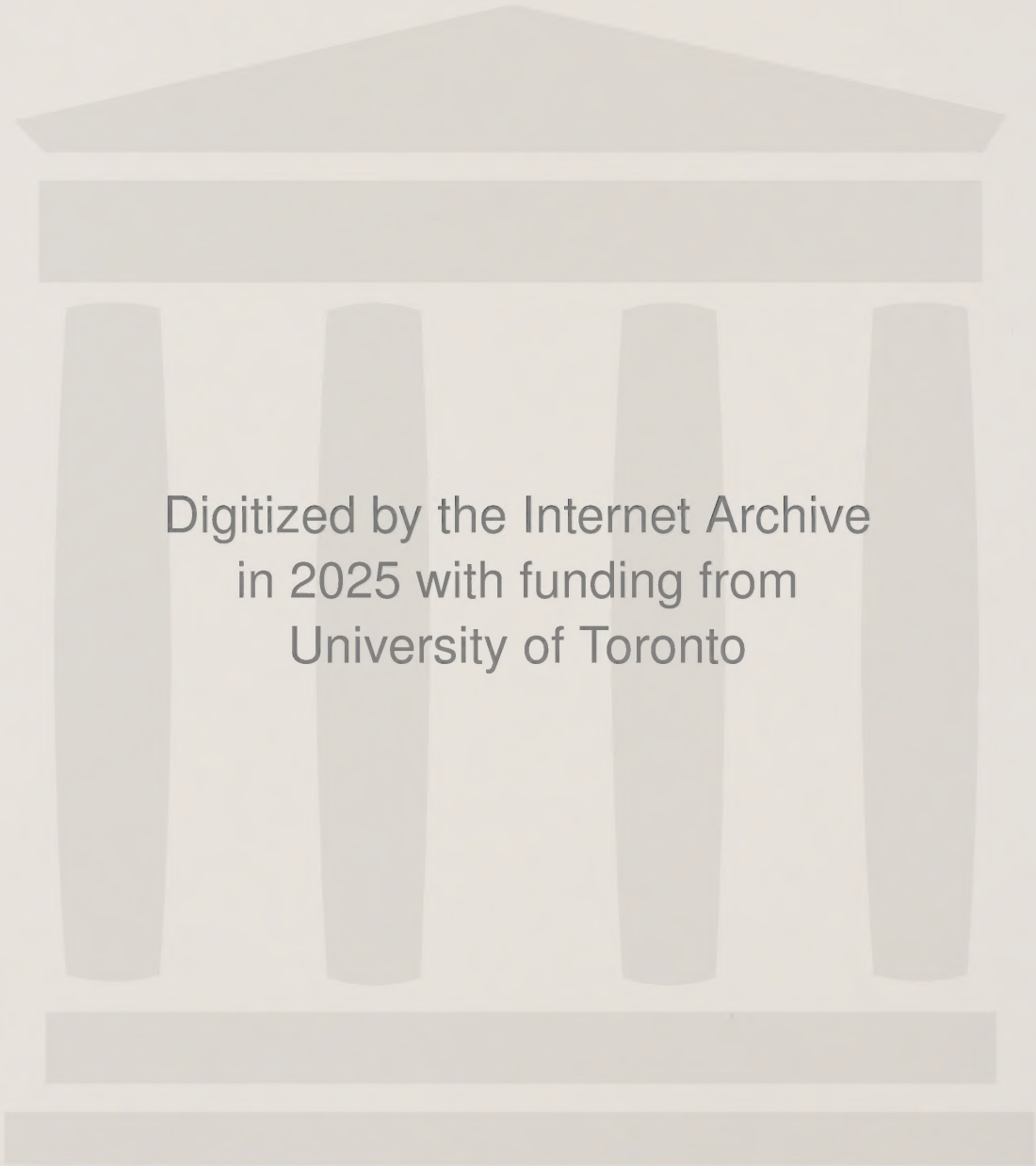
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Ontario Provincial Report on Achievement

English-Language Schools

ASSESSMENT RESULTS:

- EQAO GRADE 3 ASSESSMENT OF READING, WRITING AND MATHEMATICS
- EQAO GRADE 6 ASSESSMENT OF READING, WRITING AND MATHEMATICS
- SCHOOL ACHIEVEMENT INDICATORS PROGRAM (SAIP)

1998-1999

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Note: In this report, the word "parent(s)" means a parent, legal guardian or any other person who acts as a caregiver.

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The Education Quality and Accountability Office (EQAO) is an independent, arm's-length agency established in June 1996 by the Government of Ontario to ensure greater accountability and to contribute to the enhancement of the quality of publicly funded education in Ontario.

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The Education Quality and Accountability Office
2 Carlton Street, Suite 1200
Toronto, ON M5B 2M9

Telephone: 1-888-327-7377

Web site: www.eqao.com

The Board of Directors

EQAO's Board of Directors

Back row (from left to right): Martin Cugelman, Doretta Wilson, Maureen Kempston Darkes, Joan M. Green (CEO), Dominic Giroux. *Seated:* Jerry Ponikvar, Bette Stephenson (Vice-Chair), Barbara Smith (Chair), Robert Surtees.

EQAO's mission is to ensure greater accountability and contribute to the enhancement of the quality of education in Ontario. To this end, EQAO gathers accurate and reliable information about student achievement and education quality through assessments and reviews.

EQAO
Education Quality and Accountability Office

Suite 1200
2 Carlton St.
Toronto, ON M5B 2M9
Telephone: 1-888-327-7377

October 29, 1999

Honourable Janet Ecker
Minister of Education
900 Bay Street
Mowat Block, 22nd Floor
Toronto, Ontario
M7A 1L2

Dear Minister,

The Board of Directors of the Education Quality and Accountability Office (EQAO) is pleased to present its third annual *Provincial Report on Achievement*.

The *Provincial Report on Achievement* presents our findings from the assessments and research activities we conducted during 1998-1999. We believe that this report will provide the people of Ontario with a clear snapshot of the performance of the public education system.

EQAO's mission is to enhance accountability and contribute to improved quality in publicly funded education. As we enter our fourth year of province-wide assessment, EQAO's focus is on ensuring that the information we gather is being used effectively to enhance learning. For example, this year, school boards were asked to work with parents and their communities to develop action plans for improvement and to submit them to EQAO. We analyzed the plans in order to identify successful practices as well as areas in need of additional attention. Highlights of our analysis are included in this report.

In 1999-2000, we will continue to promote a cycle of assessing and reporting that leads to action. We trust that you will find this report informative and useful.

The Board of Directors of EQAO,

Barbara Smith,
Chair

Bette Stephenson,
Vice Chair

Martin Cugelman

Maureen Kempston Darkes

Dominic Giroux

Jerry Ponikvar

Robert Surtees

Doretta Wilson

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CEO's Message

Joan M. Green
Chief Executive Officer

Improvement is not a mystery. Schools, classrooms and school systems can and do improve every day. In each case, improvement depends on focussed intention, sincere effort, intelligent direction and skillful execution. By examining data from a variety of sources and reflecting on the extent to which goals have been achieved, people sustain their commitment. Schools and communities thrive on concrete evidence of progress. They also renew their resolve to address those areas that still call for attention. Excellence is never an accident.

Since our first *Provincial Report* was released in the fall of 1997, our assessment program has expanded to provide more comprehensive information about student achievement. In addition to the annual Grade 3 assessment of reading, writing and mathematics, we now have an annual Grade 6 assessment that tests all students' knowledge and skills in the same three subject areas. These two assessments provide both individual and system data on student achievement at key points in elementary school.

In 2000-2001, we will be introducing two new assessments that will measure all students' reading, writing and mathematics skills in the early stages of secondary school. The new Grade 9 mathematics assessment will help educators address the gaps in students' skills that were identified in last year's Grade 9 sample mathematics assessment and in various national and international assessments. The new Grade 10 Test of Reading and Writing Skills will help to ensure that students have the communications skills they need to function successfully in school and in other aspects of their lives.

Once this expanded assessment program is in place, we will have accurate and comprehensive information on achievement as students progress through the elementary and secondary system. We will be able to examine patterns in student achievement across grades and over time, both provincially and locally.

The Education Quality Indicators Program (EQUIP) that we are now developing will provide richer information for understanding the factors that affect student achievement and for evaluating the learning environments in schools. We began pilot testing EQUIP last year and are now moving ahead with implementation.

Accountability places obligations on schools as well as on the communities that support them. We are encouraged that teachers, parents and others in the education community are using the data from our assess-

"Accountability in the education system means that information has to be available to the public, to taxpayers, and to parents, in a form that allows them to have reasonable expectations of the system, to make reasonable judgments about how well the system has performed, and to know who is responsible if they are not satisfied."

Ontario Royal Commission on Learning (1994)

ments to foster and monitor progress. Every fall, educators in schools and boards work with parents to create action plans for improvement. As people work through the results and create action plans, they develop a sense of shared responsibility and a determination to bring about the changes that are required.

Our communities deserve evidence that our schools are making decisions and taking action in the interests of all our children. EQAO's assessment program contributes to the capacity of schools to communicate what we expect our students to learn, how well they are learning it and what is being done to continue improvement.

Results from assessments challenge us to evaluate where we are against where we want to be. They hold up a mirror to performance. By celebrating victories and confronting weaknesses, we can make the changes that will improve education for every student. Small steps often lead to significant success.

Chair's Message

Barbara Smith
Chair, Board of Directors

Ontarians have a right to expect that our publicly funded school system will meet the needs of all our children. Our young people have to be prepared to live and work in a complex, diverse society. It is vital that today's students acquire the knowledge, skills and attitudes they need to be lifelong learners.

Improvement remains the focus of our efforts. We are all responsible for determining how well our schools are achieving what we intend. Learning prospers when parents and educators work together with similar views about which approaches are working successfully and which ones need to be re-examined in the light of new data and considered judgments.

EQAO's task is to monitor and report on student achievement and to ensure that improvement efforts yield measurable results. We monitor school and board action plans in the context of overall system improvement. With cumulative data, as we now have from three years of Grade 3 assessments, educators and parents will be able to revise, extend and monitor their action plans from year to year. Implemented carefully and with attention to all of the factors that influence learning, these action plans will foster higher levels of student achievement and strengthen public confidence in the education system. Over time, with cumulative data on Grade 6 student achievement, there will be a heightened capacity to consider ways to improve learning and teaching from Kindergarten to Grade 6. Our new provincial assessments in Grades 9 and 10 will add useful information for parents, teachers and students as they make decisions about next steps in students' learning.

Our Board is pleased to present this third annual *Provincial Report on Achievement*. It brings together results and recommendations from the provincial and national assessments that took place during the 1998-1999 school year. It highlights provincial trends and identifies areas which call for action on the part of every community across Ontario.

Education Quality and Accountability Office (EQAO)

Key Results of EQAO's Work

Students know more about how well they are doing and where they stand, as well as what they need to do in order to improve.

Teachers and principals have more informed and timely feedback on how their students are performing and on what teaching practices are working well.

Parents are more aware of what is taught and expected in their children's schools, and they have specific information about their children's achievement and progress.

Ontarians have evidence that public resources are being used effectively and that children and young people in all publicly funded schools are receiving high-quality education.

Role

EQAO promotes greater accountability and better quality in Ontario's publicly funded school system. An independent, arm's-length agency of the provincial government, EQAO provides parents, teachers and the public with accurate and reliable information about student achievement. EQAO also makes recommendations for improvement which educators, parents, policy makers and others in the education community can use to improve learning and teaching.

Responsibilities

> Conduct province-wide tests of elementary and secondary school students.

> Coordinate Ontario's participation in national and international assessments.

> Develop and implement a provincial Education Quality Indicators Program (EQUIP) to strengthen school and school board accountability.

> Report to parents and the public about student achievement and education quality in Ontario.

> Make recommendations for school and system improvement.

Values

> EQAO values the well-being of learners above all other interests.

> EQAO values only that information which has the potential to bring about constructive change and improvement.

> EQAO values the dedication and expertise of Ontario's educators and involves them in all of its activities.

> EQAO values the delivery of its programs and services with equivalent quality in both English and French.

Approach

> Assess students' achievement in different subject areas and at key stages in their schooling.

> Assess students' achievement against the expectations in the provincial curriculum.

> Analyze data on student achievement and the learning environment inside and outside the school to determine where progress is being made and where gaps still need to be closed.

> Prepare materials and provide opportunities that teachers can use to enhance their skills and expertise in assessment.

> Report to parents, students, educators and the public about student achievement and education quality.

> Recommend strategies for improvement.

> Monitor improvements in student achievement over time to reinforce best practices and to identify areas where further attention is required.

> Support a culture of assessment through ongoing testing, research and implementation of a quality indicators program.

EQUIP UPDATE

"We firmly believe that the best way to ensure accountability is to make public the relevant information about the characteristics and performance of the school system, and to publish it in a way that is readily understood and interpreted by people. Only then can members of the public decide whether their schools are providing the kind and level of service they want."

Ontario Royal Commission on Learning (1994)

EQAO gathers information on the effectiveness of elementary and secondary education in Ontario and on the public accountability of Ontario's school boards. EQAO reports its findings to the public and makes recommendations for improvement to schools, school boards, the Ministry of Education and other organizations in the education community.

Assessment results represent an important source of information about a school. However, parents, educators and members of the public also need information on a wide variety of factors that influence student achievement and school quality. Like several other jurisdictions, Ontario is developing a comprehensive indicators program. EQAO's program is called the Education Quality Indicators Program (EQUIP) and it will produce profiles of schools, school boards and Ontario's entire publicly funded education system. In addition, by providing qualitative and quantitative data on the learning environment inside each school, EQUIP will help parents and educators understand the range of factors that determines the effectiveness of school programs and students' learning.

EQAO has taken a number of important steps towards implementing EQUIP. A province-wide consultation process took place. A list of potential indicators was developed and distributed to school board personnel, school principals and teachers, school councils, teachers' federations, community groups, business associations and education groups. Six hundred individuals and organizations participated in the consultation process.

Using data from the consultation process, EQAO developed eight core themes around which the specific indicator measures will be designed. The core themes are:

1) Community, student and family demographics.
2) Leadership and the teaching and learning environment.
3) Satisfaction of parents, students, educators and members of the general public with Ontario's education system.
4) Student achievement.
5) Preparedness for schooling and early learning support.
6) Community-school relationships.
7) Education financing.
8) School environment and facilities.

An indicators model was refined in the fall of 1999 and is being piloted across Ontario during the 1999-2000 school year. Using the results from this pilot, a set of indicators will be finalized, implemented and reported on during the 2000-2001 school year. Once implementation is complete, EQUIP will provide a comprehensive and readily understood picture of education in Ontario, ensure that student achievement is reported in a broader context and establish a sound basis for improvement efforts.

A committee with representation from both the education sector and the wider community advises EQAO on the development and implementation of EQUIP.

A Vision for All Our Children

"All children in Canada will start school each day ready to learn. They will graduate from school with a zest for learning, having achieved their personal best. They will be self-reliant, caring and responsible citizens. They will have the skills they need for employability and self-employment. They will be ready to take personal responsibility for lifelong learning."

Conference Board of Canada, 1999

Assessment Activities 1998-1999

Provincial

EQAO conducts a range of province-wide assessments.

The Grade 3 assessment has been in place for three years. It involves all students, occurs annually and provides information on what students have learned in reading, writing and mathematics. In 1998-1999, EQAO introduced an annual Grade 6 assessment that measures student achievement in the same three subject areas.

These two assessments provide both individual and system data on student achievement at key stages in elementary school. Parents receive an *Individual Student Report* which provides detailed information on their child's achievement on the assessments. In addition, schools and school boards create their own local reports for parents and people in their communities.

With annual province-wide assessments now occurring in both Grade 3 and Grade 6, educators and parents in every elementary school have comprehensive and individualized data on student achievement at key stages in the elementary years. Parents and teachers will be able to draw on this information as they prepare school action plans for improvement and monitor students' progress.

EQAO is in the process of developing two new assessments which will complement EQAO's current initiatives and give parents, educators, policy makers and the public a more complete picture of student achievement in secondary school.

Starting in 2000-2001, an annual Grade 9 mathematics assessment will provide individual and system data on students' knowledge and skills. This assessment is, in part, a response to the concerns about achievement in mathematics that EQAO has identified in its Grade 3 and Grade 6 assessments. It will ensure that information is available to assist educators in monitoring students' progress in mathematics in a more focussed and coherent way. The annual Grade 10 Test of Reading and Writing Skills will also start in 2000-2001. It will measure how well students are meeting the reading and writing expectations across subjects in the provincial curriculum up to the end of Grade 9.

National

At the national level, EQAO is responsible for Ontario's participation in the School Achievement Indicators Program (SAIP), which is conducted under the auspices of the Council of Ministers of Education, Canada (CMEC).

In the spring of 1998, Ontario participated in the SAIP Reading and Writing Assessment. This was the second round of testing in reading and writing; the first round was conducted in 1994. The assessment involved 13- and 16-year-old students. National and Ontario reports were released in March 1999.

Ontario participated in the CMEC's SAIP Science Assessment, which was conducted in April/May of 1999. The assessment involved random samples of schools (English and French) with 13- and 16-year-old students. This is CMEC's second round of testing in science; the first occurred in 1996. The 1999 Science Assessment had two separate components: a written test of science concepts that was administered by the classroom teacher and a hands-on, practical test of science skills that was administered by EQAO representatives. In each of the selected schools, a random sample of 13- and 16-year-old students was involved in the assessment activity and the selected students took part in one component only. The assessment took about two and a half hours to complete.

Student results will be released early in 2000.

EQAO has participated in the preparation of the test materials for all previous SAIP assessments and is currently involved in the preparation of the next SAIP assessment in mathematics, scheduled for April/May of 2001.

CMEC is conducting a review of SAIP during 1999-2000, prior to the third round of testing. EQAO is contributing to the review process.

International

EQAO is responsible for Ontario's participation in international assessments. Ontario participated in the Third International Mathematics and Science Study Repeat Project (TIMSS-R). TIMSS, a project conducted under the auspices of the International Association for the Evaluation of Educational Achievement (IEA), was originally administered in the spring of 1995 and involved students in Grades 3/4, 7/8 and 12/OAC in Ontario. The TIMSS-R project was administered in Ontario in May/June 1999 and involved randomly selected samples of students in Grade 8. This study will provide data on how the cohort of students (English and French), who were in Grade 4 in 1995, perform in mathematics and science as Grade 8 students four years later. More than 30 countries were involved in TIMSS-R, and results from the assessment are expected sometime in the year 2000.

As a follow-up to the original TIMSS study, EQAO commissioned research concerning the common types of errors and misconceptions that Ontario students demonstrated in their work. On the strength of this research, EQAO developed a series of resource materials to assist Ontario teachers in addressing areas where students' work demonstrated a lack of understanding or knowledge. These materials included four booklets on mathematics and science instruction. They were designed primarily for Grades 4, 8 and secondary school teachers but are useful for all elementary and secondary mathematics and science teachers. The resource materials contain information about Ontario students' learning strengths and weaknesses in mathematics and science; they also describe effective teaching strategies and approaches that can be used to address the areas of weakness. They will be released in the fall of 1999.

In November 1998, Ontario participated in Module 1 of the Second Information Technology in Education Study (SITES). The study was also conducted under the auspices of IEA. It involved random samples of approximately 1,100 Anglophone and Francophone Ontario schools with students in Grades 5, 9 and 12/OAC. School principals and computer coordinators responded to questionnaires which asked about computers and computer use in schools. Many questions dealt with barriers to implementation and elements that facilitate implementation of information technology in schools. International, Canada and Ontario reports will be released in the fall of 1999.

Ontario is also participating in Module 2 of SITES, which involves case studies. The case studies will focus on schools that display exemplary, innovative practices regarding the use of information technology in education. These case studies will identify trends and patterns in international education policy, resources, leadership, teacher training, technical support, curriculum and pedagogy that support exemplary, innovative practices. The purpose of the study is to obtain information to support improvement in educational practices. In each participating country/ province, two to four schools will be studied per level (i.e., elementary, lower secondary, upper secondary). SITES Module 2 is in the design and development stage, and is scheduled to be implemented in

2000-2001. EQAO, together with York University's Centre for the Study of Computers in Education, is part of a consortium for the International Coordinating Centre for SITES Module 2. The two other consortium members are the Centre for Applied Research at the University of Twente, the Netherlands and Stanford Research Institute (SRI) in the United States.

Ontario is participating in the Organization for Economic Co-operation and Development's (OECD) Program for International Student Assessment (PISA) in reading (major subject) and mathematics and science (minor subjects) which will be administered in the spring of 2000. Approximately 28 OECD countries will participate in the assessment. The study will involve randomly selected samples of 15-year-old students. A field test for the OECD reading study was conducted in April/May of 1999 and involved about 80 schools across Canada, 26 of which were Ontario schools (English and French combined).

Assessment Activities 1998-1999

LEVEL	POPULATION	SUBJECT(S)	STATUS
PROVINCIAL			
Grade 3 Assessment of Reading, Writing and Mathematics	All Grade 3 students	Reading, Writing, Mathematics	Assessment completed Individual results released in early fall 1999; school, board and provincial results released October 1999 Development of materials for spring 2000 assessment
Grade 6 Assessment of Reading, Writing and Mathematics	All Grade 6 students	Reading, Writing, Mathematics	Assessment completed Individual results released in early fall 1999; school, board and provincial results released October 1999 Development of materials for spring 2000 assessment
Grade 9 Assessment of Mathematics	All Grade 9 students	Mathematics	Development of assessment instruments and materials for spring 2000 administration
Grade 10 Test of Reading and Writing Skills	All Grade 10 students who are working towards a high school diploma	Reading, Writing	Development of assessment instruments and policies for first administration in October 2000
NATIONAL			
SAIP	Randomly sampled 13- and 16-year-old students	Reading, Writing	Assessment completed 1998 Results released March 1999
	Randomly sampled 13- and 16-year-old students	Science	Assessment completed 1999 Results due January 2000
	Randomly sampled 13- and 16-year-old students	Mathematics	Development of materials for spring 2001 assessment
INTERNATIONAL			
TIMSS-R	Randomly sampled Grade 8 students	Mathematics, Science (written component)	Assessment completed 1999 Results due 2000
SITES Module 1	Randomly selected schools enrolling students in Grades 5 and 9, and students in their final year of secondary school (12/OAC)	Use and availability of information technology in schools (questionnaires for principals and computer coordinators)	Surveys administered November and December 1998 Results due fall 1999
SITES Module 2	2 - 4 schools selected for study for each level involved (elementary, lower secondary, upper secondary)	Case studies of school sites displaying exemplary, innovative practices using technology	Field testing 1999-2000 Conduct case studies 2000-2001 Results due 2001-2002
OECD PISA	Randomly sampled 15-year-old students	Reading (major subject) Mathematics, Science (minor subjects)	Field testing April/May 1999 Conduct assessment April/May 2000 Results due 2001

PROVINCIAL NATIONAL INTERNATIONAL

A Typical Assessment Cycle

EQAO's Core Values

EQAO values the well-being of learners above all other interests.

EQAO values only that information which has the potential to bring about constructive change and improvement.

EQAO values the dedication and expertise of Ontario's educators and involves them in all of its activities.

EQAO values the delivery of its programs and services with equivalent quality in both English and French.

Stage One: Design and Development

Design

EQAO establishes the blueprint and guidelines for developers.

> The blueprint organizes the curriculum expectations into categories and outlines the curriculum requirements for each assessment.

> The guidelines are based on EQAO values and sound assessment practices.

EQAO selects and field tests student reading materials.

> Materials are read and validated by students, teachers and outside experts to ensure that they are appropriate in terms of grade level and free of bias.

EQAO creates scales to be used to mark the assessment.

> Scales are based on the Ontario Curriculum Achievement Scales.

Development

Development teams of educators use the blueprint and EQAO guidelines to develop assessments.

They:

> Review the blueprint and development guidelines;

> Decide on organizing framework for assessment;

> Create questions based on the EQAO guidelines using texts that have been field tested in classrooms; and

> Develop associated test materials including *Teacher's Daily Plans* for administering the assessment.

Monitoring and Quality Assurance Procedures

> A Technical Committee of assessment experts guides design and development to ensure consistency with EQAO values and sound assessment practices;

> EQAO personnel direct, monitor and support the work of Development Teams;

> A Validation Team of educators examines test materials for bias and appropriateness; and

> English and French Development Teams work collaboratively to ensure comparability of assessments.

The 1998-1999 Grade 3 assessment was field tested in 21 schools across the province with 600 Grade 4 students. The 1998-1999 Grade 6 assessment was field tested in 22 schools across the province with 667 Grade 7 students. The teachers who administered the field tests were asked to record the time it took students to complete the activities. This information was then used by EQAO staff to revise specified times in the *Teacher's Daily Plans* which teachers use to administer the assessments.

Stage Two: Field Testing and Revision

Field Testing
The field test permits in-depth analysis of

> Assessment materials and instruments; and

> Procedures related to training, administration, scoring, data analysis and distribution and receipt of assessment materials.

Revision
EQAO reviews field test data to determine the necessary revisions for the final assessment.

Steps
> Committees of educators and EQAO staff analyze qualitative and quantitative data from the field test as well as feedback from teachers;

> Questions are revised based on field test information; and

> Revised questions are field tested a second time in classrooms to ensure that the assessment tasks measure what they are intended to measure and that they are clear and unambiguous.

Monitoring and Quality Assurance Procedures
> EQAO quality assurance monitors make on-site visits to field test sites and record observations;

> Field test teachers record their ongoing reactions to administration directions, assessment materials and their observations on student reactions using a questionnaire and anecdotal comments;

> EQAO monitors marker training using questionnaires;

> Technical Committee approves final form of the assessment; and

> Validation Team validates final form of the assessment.

Grade 3 Teacher's Daily Plans

START HERE

Introduction: Change

- Students will discuss the meaning of change and brainstorm changes they see around them.

Time: 10 minutes

Mathematics Investigation 1: Change is all Around Us

In this assessment, students will

- Solve problems and describe and explain the variety of strategies used;
- Justify in written expression the method chosen for addition and subtraction, estimation, mental computation, concrete materials, algorithms, calculators;
- Understand and explain basic operations (addition, subtraction, multiplication, division) involving whole numbers by modeling a variety of problem situations; and
- Create charts to display patterns.

Time: 50 minutes

Reading: Plants Change Night and Day

In this assessment, students will

- Read independently using a variety of reading strategies;
- Express clear responses to written materials, relating the ideas in them to their own knowledge and experience and to ideas in other material that they have read;
- Understand the vocabulary and language structures appropriate for this grade level; and
- Use conventions of written materials to help them understand and use the materials.

Time: 65 minutes

Mathematics Strand: Measurement

In this assessment, students will

- Demonstrate an understanding of and ability to apply measurement terms: centimetre, metre, kilometre, millimetre, litre, gram, kilogram, degree Celsius, week, month, year;
- Identify relationships between and among measurement concepts;
- Solve problems related to their day-to-day environment using measurement and estimation;
- Estimate, measure and record the perimeters and the area of two-dimensional shapes, and compare the perimeters and areas; and
- Estimate, measure and record the capacity of containers and the mass of familiar objects, and compare the measures.

Time: 30 minutes

Daily Activities

Grade 6 Teacher's Daily Plans

START HERE

Introduction: Perspectives

- Students will discuss the meaning and create a bulletin board on the theme of "perspectives".

Time: 10 minutes

Daily Activities

Mathematics Strand: Number Sense and Numeration

In this assessment, students will

- Represent and explore the relationships between decimals, percents, rates and ratios, using drawings and symbols;
- Compare, order and represent decimals, percents, rates and ratios, using drawings and symbols;
- Select and perform computation techniques appropriate to specific problems involving unlike denominators in fractions and the multiplication and division of decimals, and determine whether the results are reasonable;
- Solve and explain multi-step problems using the multiplication and division of decimals and percents; and
- Justify and verify the method chosen for calculations with whole numbers, fractions, decimals and percents.

Time: 35 minutes

Reading Response Task

In this assessment, students will

- Read a variety of fiction and non-fiction materials for different purposes;
- Read independently selecting appropriate reading strategies;
- Explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge and experience;
- Decide on a specific purpose for reading;
- Understand the vocabulary and language structures appropriate for this grade level; and
- Use conventions of written materials to help them understand and use the materials.

Time: 60 minutes

Computer Booklet: Mathematics 1

In this assessment, students will

- Use required concepts in the five strands of mathematics;
- Apply mathematical procedures; and
- Communicate using appropriate mathematical terminology and symbols.

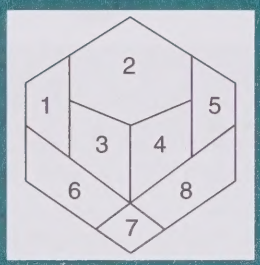
Time: 35 minutes

LINKING EXPECTATIONS AND QUESTIONS

Grade 3 Mathematics:
Geometry and Spatial Sense
Expectation:

Students will match and describe congruent shapes (identical two-dimensional shapes)

Sample Question:



Name two congruent shapes and explain how you know they are congruent.

Number___and number___ are congruent.

I know this because _____

_____

_____

Shape number ___ is also congruent with the two shapes I have chosen.

As part of the 1998-1999 Grade 3 and Grade 6 assessments, monitors visited 283 randomly selected schools across Ontario.

Stage Three: Administration

The assessment takes place over a 3-week period in May. Teachers follow procedures outlined in the *Administration Guide* and *Teacher's Daily Plans.*

Principals are trained by EQAO trainers and are responsible for training teachers in their schools to administer the assessment consistently.

EQAO communicates with educators, parents and other stakeholders using a variety of media, including the *Parent Handbook,* its Web site, video and regular newsletters.

Following EQAO's policy, teachers determine student accommodations and exemptions.

Monitoring and Quality Assurance Procedures
Quality assurance procedures are in place to ensure that all assessment materials meet EQAO specifications.

EQAO quality assurance monitors make on-site visits to 10% of the classrooms in the province.

Stage Four: Marking

EQAO assessments are scored holistically. This includes the use of assessment scales based on the Ontario Curriculum Achievement Scales and anchor booklets that represent student achievement at each of the four levels.

Teachers and principals from all parts of the province apply to be markers. Marking takes place at several regional sites.

Markers are trained by EQAO staff to score student booklets accurately and reliably.

Monitoring and Quality Assurance Procedures
A variety of reliability checks is embedded in the marking process. The checks include

> orientation booklets completed each morning before marking begins;

> paired markings;

> reliability booklets completed each afternoon; and

> calibration booklets (a random selection of students' booklets re-marked each day).

The following two sample pieces of writing were selected from the Level 3 anchor booklets for Grade 3 and Grade 6 respectively.

Students were required to write each of the selected pieces under time constraints. In Grade 3, students had 35 minutes to complete the task and in Grade 6, students had 30 minutes. This allowed only minimal time for revising and editing. Normal classroom writing goes through the full writing process which includes revising and editing to correct errors.

Although both the Grade 3 and the Grade 6 pieces contain a few spelling errors, both demonstrate "general accuracy" in spelling. The Grade 3 piece shows general accuracy in the correct spelling of words such as "climber", "would", "allowed", "washrooms", "shouldn't" and "recess". The Grade 6 piece shows general accuracy in the correct spelling of words such as "investigators", "shock", "terrible", "serious", "injuries" and "building".

Writing Grade 3

Level 3 Assessment Scale

Reasoning
Develops ideas of some complexity clearly related to the purpose of the task and to each other

Communication
Writes clearly, with a sense of voice and audience, using a range of techniques

Organization of Ideas
Organizes ideas and information using appropriate, logical connections

Application of Language Conventions
Applies conventions with general accuracy

Changes, Changes

You have been looking at different changes over the past few days. You have talked about change. You have read about changes in plants and in mountains. You have worked on mathematics problems about change and have even written a story about a plant that could change the world.

Think

Think about recess at your school:

- Where can you play at recess time?
- What are the rules you have to follow?
- What rules do you like the most?
- What rules do you like the least?
- Why do you have rules for recess?

Response Journal

Date: Fri., May. 14th, 1999

If I could chang a rule it would be the tag game. It is not allowed on the climber so I would chang it so it would be allowed. And how it would be fair to others kids? They love to play tag on the climber. And a nother thing we have to ask to go to the washrooms at recess time we shouldn't have to do that. We should just be able to go to the washroom at recess any time we want. How is it fair to others? Kids allways have to go to the bathroom

STOP

WRITING GRADE 6

LEVEL 3 ASSESSMENT SCALE

Reasoning
Develops ideas of some complexity clearly related to the purpose of the task and to each other

Communication
Writes clearly, with a sense of voice and audience, using a range of techniques

Organization of Ideas
Organizes ideas and information using appropriate, logical connections

Application of Language Conventions
Applies conventions with general accuracy

Extra! Extra!:

The Who, What, Where, When and Why of Newspapers.

Scenario:

The editor of the *Clairville Chronicle* just called you. He says that Rosie Longo has suddenly become ill from eating bad anchovies. He needs you to write an interesting follow-up article, or Part 2, on the Morgan Pickle Factory fire.

He said that he has heard there is a new development in the fire story. He wants you to call the Fire Marshall and the Chief of Police to find out what has happened... Then you are to write an interesting article for the readers.

Take a few moments to consider the questions you might ask. You have 30 minutes to plan and write your newspaper article.

Suspects are found

CLAIRVILLE CHRONICLE

Yesterday evening, investigators of the Megan Pickle factory had a successful investigation. They found half of a pin right in front of the main exit in the factory. The pin had a name on it. It said "Sam". A shock came to everyone when they heard the terrible news.

As the investigation continued, the crowd around the building expanded.

"I always trusted Sam" said Amber Flame, whose heart was broken when she found out her brother set the fire. "We were so close to each other, I can't beleive he did what he did."

Joe Flame burst into tears when he found out what his father did "I loved him and I trusted him, I can't beleive he did this to me and his family. I though I could trust him, but now I know I can't."

Sam Flame will be put in prism for a year and two months. It's awful to think that so many hearts were broken when people found out that their trusty freind Sam comited something like this, but at least no serious injuries have been reported yet.

Stage Five: Reporting

Four different kinds of reports are released following each assessment.

Individual Student Reports
EQAO generates an *Individual Student Report* (ISR) for every student who participates in the Grade 3 or Grade 6 assessment. The ISR provides students, parents and teachers with detailed information about each student's achievement on the assessments in three subject areas across 17 categories and strands. EQAO arranges for the report template to be translated into several languages and makes copies of the translations available to school boards.

School and School Board Reports
Schools and school boards are required to prepare their own reports for the Grade 3 and Grade 6 assessments. EQAO provides schools and school boards with achievement and questionnaire data to include in their reports. The process of developing a school or school board report provides an excellent opportunity for teachers, principals, parents and community members to meet and discuss their interpretations of the assessment results and to determine what can be done at school and in the home to improve learning. School and school board reports allow staff to share specific information on demographics, programs, policies and teaching strategies with parents and the local community. They also contain an action plan for improvement which helps to focus the attention and guide the efforts of teachers and parents. Every year, EQAO publishes a reporting protocol to ensure consistency in how and when school and school board results are released to parents and the public. Schools and school boards have until December 1, 1999 to make their results from the 1998-1999 Grade 3 and Grade 6 assessments available to parents and the public. They are also required to make copies of their action plans for improvement available March 10, 2000.

Provincial Reports on Achievement
The *Provincial Report on Achievement* is published annually. It features results from the province-wide assessments conducted during the previous year and summarizes data gathered from student, home, teacher and principal questionnaires. It also provides information on how Ontario students performed in national and international assessments. The *Provincial Report on Achievement* contains subject-specific recommendations for parents, students, teachers and principals. It also contains general recommendations for all members of the educational community, including students, parents, teachers, principals, schools, communities, school boards, faculties of education, the Ontario College of Teachers and the Ministry of Education.

Questionnaires
During each assessment, EQAO asks students, parents, teachers and principals to complete detailed questionnaires which provide a wealth of background information on attitudes and practices. Privacy legislation prevents EQAO from releasing any personal information about individual students, teachers or parents to the public. Therefore, student, home and teacher questionnaires are summarized by school and school board, except where there are fewer than five students or teachers. Principal questionnaires are summarized by school board, except where there are fewer than five schools. All four questionnaires are summarized at the provincial level.

Monitoring and Quality Assurance Procedures
EQAO has data management procedures in place to ensure that data are accurately recorded and correctly attributed to individual students, schools and school boards. EQAO staff are trained to detect irregularities in student booklets that may have been caused by problems during the administration. Staff investigate these irregularities during the marking and the data analysis process afterwards. Where necessary, EQAO takes appropriate follow-up action.

GRADE 3 *TEACHER'S DAILY PLANS* OVERVIEW OF THE 5-DAY ASSESSMENT

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Introduction	Mathematics Strand:	Reading:	Mathematics Investigation 2:	Writing on Demand
(10 minutes)	Number Sense and Numeration	The Sun, the Wind and the Rain	Show It to Me Another Way	*(35 minutes)*
Mathematics Investigation 1:	*(30 minutes)*	*(65 minutes)*	*(50 minutes)*	Computer Booklet:
Change is All Around Us	Writing Process	Mathematics Strand:	Writing Process	Mathematics 2
(50 minutes)	*(50 minutes)*	Management and Probability	*(60 minutes)*	*(30 minutes)*
Reading:	Computer Booklet:	*(30 minutes)*	Mathematics Strand:	Mathematics Investigation 3:
Plants Change Night and Day	Reading 1	Writing Process	Geometry and Spatial Sense	Caterpillars
(25 minutes)	*(35 minutes)*	*(40 minutes)*	*(30 minutes)*	*(50 minutes)*
Mathematics Strand:	Mathematics Strand:	Computer Booklet:	Total Assessment Time	Computer Booklet:
Measurement	Patterning and Algebra	Mathematics 1	*2 hours, 20 minutes*	Reading 2
(30 minutes)	*(30 minutes)*	*(30 minutes)*		*(30 minutes)*
Total Assessment Time	Total Assessment Time	Total Assessment Time		Total Assessment Time
2 hours, 35 minutes	*2 hours, 25 minutes*	*2 hours, 45 minutes*		*2 hours, 25 minutes*

GRADE 6 *TEACHER'S DAILY PLANS*
OVERVIEW OF THE 5-DAY ASSESSMENT

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Introduction	Mathematics Investigation 1:	Mathematics Strand:	Writing Process	Computer Booklet:
(10 minutes)	Jesse's Celebration	Patterning and Algebra	*(40 minutes)*	Reading 2
Reading:	*(50 minutes)*	*(35 minutes)*	Mathematics Strand:	*(30 minutes)*
The First of Many Steps	Reading Response	Reading:	Data Management and Probability	Writing on Demand
(60 minutes)	*(20 minutes)*	Extra! Extra!	*(35 minutes)*	*(30 minutes)*
Mathematics Strand:	Mathematics Strand:	*(60 minutes)*	Mathematics Investigation 2:	Computer Booklet:
Number Sense and Numeration	Geometry and Spatial Sense	Writing Process	Newspaper Routes	Mathematics Strand: Measurement
(35 minutes)	*(35 minutes)*	*(40 minutes)*	*(50 minutes)*	*(35 minutes)*
Computer Booklet:	Writing Process	Computer Booklet:	Computer Booklet:	Mathematics Investigation 3:
Mathematics 1	*(40 minutes)*	Mathematics 2	Reading 1	Spinner
(35 minutes)	Total Assessment Time	*(30 minutes)*	*(30 minutes)*	*(50 minutes)*
Total Assessment Time	*2 hours, 25 minutes*	Total Assessment Time	Total Assessment Time	Total Assessment Time
2 hours, 20 minutes		*2 hours, 45 minutes*	*2 hours, 35 minutes*	*2 hours, 25 minutes*

The Grade 3 and the Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Snapshot

- Administered May 1999
- 138,187 Grade 3 students and 131,439 Grade 6 students
- Over 3,100 schools
- Both assessments consisted of 5-day units of work
- Students completed assessment tasks independently
- The assessments were based on the expectations in *The Ontario Curriculum, Grades 1-8*
- Results are reported using four achievement levels
- *Individual Student Reports* were distributed in September 1999
- Schools and school boards must release their results by December 1, 1999

The Grade 3 and Grade 6 assessments are conducted annually in every publicly funded elementary school. They measure how well students have met the provincial expectations in *The Ontario Curriculum, Grades 1-8*. Each assessment covers knowledge and skills in reading, writing and mathematics that students are expected to have acquired by the end of the grade. The Grade 3 assessment looks at what students have learned by the end of Grade 3; the Grade 6 assessment looks at what students have learned by the end of Grade 6.

The two assessments were administered in May 1999. They each involved students for two and a half hours a day over a period of five days. In both grades, students did brief introductory activities with their classmates and teacher, and then worked independently to solve problems, write responses and answer multiple-choice questions.

The assessments each focussed on a concept: the Grade 3 assessment on *Change*, the Grade 6 assessment on *Perspectives*. They encouraged students to explore and investigate various aspects of change and perspectives.

The assessments were developed and marked by teams of specially trained classroom teachers and principals.

During the Assessment

In reading, students demonstrated their knowledge and skills by reading a variety of materials, including factual information, stories and poetry. The reading components of the assessments measured how well students could use various reading strategies and conventions and how effectively they could understand concepts, make inferences and connect ideas.

In writing, students demonstrated their knowledge and skills by using a range of forms and by writing for different purposes. The writing components of the assessments measured how well students could use writing strategies and language conventions and how effectively they could understand assigned tasks, organize ideas and communicate with a reader. During the Grade 3 and Grade 6 assessments, students produced two pieces of written work. They also selected a third writing sample from work completed earlier in the year.

In mathematics, students demonstrated their knowledge and skills by solving problems, applying procedures and explaining how they arrived at their answers. In addition to measuring how well students could use mathematical concepts and procedures, solve problems and communicate their knowledge, the mathematics components of the assessments also tested students' knowledge and skills within the five strands of mathematics: Number Sense and Numeration, Geometry and Spatial Sense, Measurement, Patterning and Algebra, and Data Management and Probability.

Students with Special Needs

All Grade 3 and Grade 6 students are expected to participate in the assessments. In specific circumstances, EQAO allows teachers to provide certain kinds of assistance to students with special needs. In rare instances, a student may need to be exempted from participating in part or all of an assessment. Before granting an exemption, the principal must consult with the student's teacher and parents, and obtain written parental consent.

Assessment Results

EQAO reports on student achievement in reading, writing and mathematics using a four-level scale. The four levels describe how well students performed in each subject area.

This section provides an overall picture of how Grade 3 and Grade 6 students did on the assessments in reading, in writing and in mathematics. It also reports on specific aspects of student achievement in each subject by examining how well students performed within the categories and five strands of mathematics.

The subject categories are based on the expectations outlined for each grade in *The Ontario Curriculum, Grades 1-8*. Each category identifies certain knowledge and skills in reading, writing and mathematics which students are expected to acquire by the end of either Grade 3 or Grade 6. In mathematics, there are strands as well as categories. A strand is a key area of knowledge and skill in the mathematics curriculum.

Calculating Overall Levels of Achievement in Reading, Writing and Mathematics

In reading, the overall level of achievement was calculated using students' scores in the categories and in the multiple-choice component. In writing, the overall level of achievement was calculated using the students' scores in the categories. In mathematics, the overall level of achievement was calculated using students' scores in the categories and strands, and in the multiple-choice component.

EQAO will be publishing a technical memorandum that contains information on the method used to calculate the overall levels of achievement.

Comparing Assessment Results

1998-1999 was the third consecutive year that all Grade 3 students were assessed in reading, writing and mathematics. However, since a new curriculum was implemented in the 1997-1998 school year, results from the first Grade 3 assessment in 1996-1997 cannot be compared directly with those from the 1997-1998 and 1998-1999 assessments.

With the publication of this report, educators, parents, policy makers and members of the general public now have two years of Grade 3 student achievement data based on the same set of curriculum expectations. They also have three years of contextual data from the questionnaires which students, teachers, principals and parents completed during each assessment.

Since this is the first year that all Grade 6 students were assessed in reading, writing and mathematics, the 1998-1999 Grade 6 results are baseline data which will provide a foundation for future analysis. In this report, the Grade 3 and Grade 6 results are presented together to provide the reader with a sense of the patterns which extend across the two grades and to reinforce the point that assessment data are relevant to the entire elementary school community.

The Grade 3 and Grade 6 achievement data provide general insights as well as specific information about students' strengths and weaknesses in various aspects of the curriculum. The contextual data about students' attitudes and practices, and those of teachers, principals and parents, provide a rich backdrop for interpreting results and for determining where additional emphasis or further action may be needed.

It is important to understand the degree to which results from the 1997-1998 and 1998-1999 Grade 3 assessments can be compared.

> **The category and strand scores are not directly comparable from year to year.** They provide detailed information on how effectively students have learned core components in each subject and it is useful to examine these scores from year to year to identify general patterns and trends. However, the specific tasks in each subject area vary from assessment to assessment, making direct comparisons misleading.

> **The overall reading and mathematics scores from the 1997-1998 and 1998-1999 assessments can be compared from year to year.** The reading and mathematics components each contain a set of multiple-choice questions which overlaps from year to year. EQAO is in the process of developing a mechanism to ensure comparability of the overall writing scores.

Taken together, the data from the Grade 3 and the Grade 6 assessments provide an emerging picture of student achievement in the elementary years. Data from future province-wide assessments will clarify and enhance this picture over time. Schools and school boards will need to re-examine and refine their action plans for improvement based on new information from these assessments and from other sources, such as board assessments, feedback from teachers and parents and daily classroom observations.

OVERALL LEVEL OF ACHIEVEMENT – GRADE 3

KNOWLEDGE/SKILLS CATEGORIES	EXEMPT	NO DATA	NOT ENOUGH INFORMATION TO SCORE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Overall Level of Achievement in Reading				Demonstrates limited knowledge, understanding and application of reading skills	Demonstrates some knowledge, understanding and application of reading skills	Demonstrates general knowledge, understanding and application of reading skills	Demonstrates thorough knowledge, understanding and application of reading skills
	6	3	2	11	34	39	5
	N/A	N/A	3	13	37	43	5
Overall Level of Achievement in Writing				Demonstrates limited knowledge, understanding and application of writing skills	Demonstrates some knowledge, understanding and application of writing skills	Demonstrates general knowledge, understanding and application of writing skills	Demonstrates thorough knowledge, understanding and application of writing skills
	5	3	2	3	37	45	6
	N/A	N/A	2	3	40	49	7
Overall Level of Achievement in Mathematics				Demonstrates limited knowledge, understanding and application of mathematics skills	Demonstrates some knowledge, understanding and application of mathematics skills	Demonstrates general knowledge, understanding and application of mathematics skills	Demonstrates thorough knowledge, understanding and application of mathematics skills
	5	1	1	8	29	46	10
	N/A	N/A	1	8	31	49	11

REPORTING
EQAO reports assessment results in two ways:

- **Method 1** expresses the number of students achieving at each level as a percentage of **all** of the students in the grade, including students who were exempted and those who took part in the assessment but did not produce enough work to be scored. This is EQAO's primary method of reporting because publicly funded schools are accountable for the achievement and progress of all students.
- **Method 2** expresses the number of students achieving at each level as a percentage of those students who **actually** took part in the assessment and produced work that could be scored. Method 2 is an alternative way of presenting the data. It highlights the results achieved by this group of students.

Due to rounding, percentages for the achievement data may not always sum to 100.

OVERALL LEVEL OF ACHIEVEMENT – GRADE 6

	EXEMPT	NO DATA	NOT ENOUGH INFORMATION TO SCORE				
Overall Level of Achievement in Reading				Demonstrates limited knowledge, understanding and application of reading skills	Demonstrates some knowledge, understanding and application of reading skills	Demonstrates general knowledge, understanding and application of reading skills	Demonstrates thorough knowledge, understanding and application of reading skills
	4	1	3	9	35	40	8
	N/A	N/A	3	9	37	42	8
Overall Level of Achievement in Writing				Demonstrates limited knowledge, understanding and application of writing skills	Demonstrates some knowledge, understanding and application of writing skills	Demonstrates general knowledge, understanding and application of writing skills	Demonstrates thorough knowledge, understanding and application of writing skills
	4	1	4	9	35	37	11
	N/A	N/A	4	9	37	39	11
Overall Level of Achievement in Mathematics				Demonstrates limited knowledge, understanding and application of mathematics skills	Demonstrates some knowledge, understanding and application of mathematics skills	Demonstrates general knowledge, understanding and application of mathematics skills	Demonstrates thorough knowledge, understanding and application of mathematics skills
	4	1	3	12	35	35	11
	N/A	N/A	3	12	37	36	12

REPORTING
EQAO reports assessment results in two ways:

- **Method 1** expresses the number of students achieving at each level as a percentage of **all** of the students in the grade, including students who were exempted and those who took part in the assessment but did not produce enough work to be scored. This is EQAO's primary method of reporting because publicly funded schools are accountable for the achievement and progress of all students.
- **Method 2** expresses the number of students achieving at each level as a percentage of those students who **actually** took part in the assessment and produced work that could be scored. Method 2 is an alternative way of presenting the data. It highlights the results achieved by this group of students.

Due to rounding, percentages for the achievement data may not always sum to 100.

READING – GRADE 3

	EXEMPT	NO DATA	NOT ENOUGH INFORMATION TO SCORE				
Reasoning Selects, describes, interprets and analyzes relevant information and ideas from a text to show understanding				Selects and describes a few simple, concrete ideas and pieces of information	Shows understanding of some simple, concrete ideas and information	Shows understanding of ideas and information of some complexity by beginning to make inferences	Understands complex ideas and information and makes inferences consistently related to the text
	6	3	3	9	38	34	6
	N/A	N/A	4	10	42	38	7
Communication Uses the information and ideas in different contexts by connecting them to personal knowledge and experiences and to other readings				Makes a few simple links that are unclear or imprecise	Makes and supports simple connections that have some clarity and precision	Makes and supports a variety of connections clearly and precisely	Makes and supports a variety of connections clearly, precisely and in-depth
	6	3	5	8	36	37	6
	N/A	N/A	5	8	39	40	7
Organization of Ideas Identifies and describes different organizational forms and characteristics of texts (stories, articles and poems) and uses this knowledge to aid understanding				Shows knowledge of a few simple text forms and characteristics	Shows knowledge of some simple text forms and characteristics and understands their use	Shows knowledge of text forms and characteristics of some complexity and understands their use	Shows knowledge of a variety of complex text forms and characteristics and understands their use
	6	3	3	9	33	39	7
	N/A	N/A	3	10	36	43	7
Application of Language Conventions Identifies and explains the use of appropriate language conventions (e.g., phonics, spelling, grammar, punctuation and style)				Identifies a few of the conventions tested and gives little explanation of their use	Identifies some of the conventions tested and gives some explanation of their use	Identifies and explains the use of most conventions tested	Identifies and explains the use of all conventions tested
	6	3	1	9	21	44	16
	N/A	N/A	1	10	23	49	18

REPORTING
EQAO reports assessment results in two ways:

☐ **Method 1** expresses the number of students achieving at each level as a percentage of **all** of the students in the grade, including students who were exempted and those who took part in the assessment but did not produce enough work to be scored. This is EQAO's primary method of reporting because publicly funded schools are accountable for the achievement and progress of all students.

☐ **Method 2** expresses the number of students achieving at each level as a percentage of those students who **actually** took part in the assessment and produced work that could be scored. Method 2 is an alternative way of presenting the data. It highlights the results achieved by this group of students.

Due to rounding, percentages for the achievement data may not always sum to 100.

WRITING – GRADE 3

KNOWLEDGE/SKILLS CATEGORIES	EXEMPT	NO DATA	NOT ENOUGH INFORMATION TO SCORE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Reasoning Understands the purpose of the writing task, develops ideas and relates them to the purpose of the task and to each other				Develops some simple ideas inconsistently related to the purpose of the task and/or to each other	Develops some simple ideas related to the purpose of the task and to each other	Develops ideas of some complexity clearly related to the purpose of the task and to each other	Develops complex and integrated ideas clearly related to the purpose of the task and to each other
	5	3	2	3	44	39	5
	N/A	N/A	2	4	48	42	5
Communication Uses appropriate writing techniques, including vocabulary, imagery and sentence variety to create a tone (i.e., the writer's voice) and writes for a specific audience				Writes unclearly, with little sense of voice or audience, using very simple techniques	Writes with some clarity, with some sense of voice and audience, using simple techniques	Writes clearly, with a sense of voice and audience, using a range of techniques	Writes clearly, with a strong sense of voice and audience, using a range of complex techniques
	5	3	2	3	39	42	6
	N/A	N/A	2	3	42	46	7
Organization of Ideas Shows evidence of a logical plan and/or focus, and presents connected ideas				Presents ideas and information with only occasional connections	Organizes ideas and information using simple, mechanical connections	Organizes ideas and information using appropriate, logical connections	Organizes ideas and information using complex and logical connections
	5	3	2	3	40	42	5
	N/A	N/A	2	3	44	45	5
Application of Language Conventions Applies language conventions correctly (spelling, grammar, punctuation, etc.)				Applies conventions with little accuracy	Applies conventions with some accuracy	Applies conventions with general accuracy	Applies conventions consistently with accuracy
	5	3	2	3	34	47	7
	N/A	N/A	2	3	36	51	7

REPORTING
EQAO reports assessment results in two ways:

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☐ **Method 2** expresses the number of students achieving at each level as a percentage of those students who **actually** took part in the assessment and produced work that could be scored. Method 2 is an alternative way of presenting the data. It highlights the results achieved by this group of students.

Due to rounding, percentages for the achievement data may not always sum to 100.

MATHEMATICS – GRADE 3

KNOWLEDGE/SKILLS CATEGORIES	EXEMPT	NO DATA	NOT ENOUGH INFORMATION TO SCORE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Problem Solving Chooses and carries out strategies and applies them correctly				Uses a few simple strategies that rarely lead to accurate solutions	Uses some appropriate strategies that sometimes lead to accurate solutions	Generally uses appropriate strategies that usually lead to accurate solutions	Uses appropriate and innovative strategies that lead to accurate solutions
	5	1	1	21	36	30	8
	N/A	N/A	1	22	38	31	9
Understanding of Concepts Uses and explains required concepts and incorporates mathematical ideas and relationships				Uses a few required concepts and gives inappropriate and/or incomplete explanations	Uses some required concepts and gives appropriate but incomplete explanations	Uses most required concepts and gives appropriate and complete explanations	Uses all required concepts and gives appropriate and complete explanations in various contexts
	5	1	1	20	39	28	6
	N/A	N/A	1	21	41	30	6
Application of Mathematical Procedures Selects and accurately applies procedures (e.g., making a graph) and operations (e.g., adding and multiplying)				Applies a few simple procedures and operations with major errors/ omissions	Applies some of the appropriate procedures and operations with several minor errors/omissions	Applies most of the appropriate procedures and operations with few minor errors/ omissions	Applies the required procedures and operations, rarely with any errors/ omissions
	5	1	1	16	32	36	10
	N/A	N/A	1	17	34	38	10
Communication of Required Knowledge Uses clear explanations and correct mathematical terms and symbols; justifies reasonableness of solutions				Rarely uses mathematical language; gives unclear and/or imprecise justifications	Sometimes uses correct and appropriate mathematical language; gives justifications that are somewhat clear and precise	Usually uses correct and appropriate mathematical language; gives generally clear and precise justifications	Uses a range of correct and appropriate mathematical language; gives clear and precise justifications
	5	1	2	25	34	26	7
	N/A	N/A	2	26	36	28	8

REPORTING
EQAO reports assessment results in two ways:

- **Method 1** expresses the number of students achieving at each level as a percentage of **all** of the students in the grade, including students who were exempted and those who took part in the assessment but did not produce enough work to be scored. This is EQAO's primary method of reporting because publicly funded schools are accountable for the achievement and progress of all students.
- **Method 2** expresses the number of students achieving at each level as a percentage of those students who **actually** took part in the assessment and produced work that could be scored. Method 2 is an alternative way of presenting the data. It highlights the results achieved by this group of students.

Due to rounding, percentages for the achievement data may not always sum to 100.

MATHEMATICS STRANDS – GRADE 3

Each strand identifies a key area of knowledge and skills in the mathematics curriculum

STRANDS	EXEMPT	NO DATA	NOT ENOUGH INFORMATION TO SCORE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Number Sense and Numeration (e.g., adding, subtracting, multiplying and dividing whole numbers and using numbers to describe and represent relationships)				The student demonstrates and communicates limited knowledge and understanding of the strand	The student demonstrates and communicates some knowledge and understanding of the strand	The student demonstrates and communicates general knowledge and understanding of the strand	The student demonstrates and communicates in-depth knowledge and understanding of the strand
	5	1	2	12	31	41	9
	N/A	N/A	2	13	33	43	9
Geometry and Spatial Sense (e.g., using and applying knowledge of spatial relationships to identify and describe characteristics of 2- and 3-dimensional figures)							
	5	1	1	11	37	38	7
	N/A	N/A	1	12	39	40	7
Measurement (e.g., estimating, measuring and recording using standard and non-standard units)							
	5	1	1	16	31	38	9
	N/A	N/A	1	16	33	40	10
Patterning and Algebra (e.g., identifying, extending and creating patterns with shapes and numbers)							
	5	1	1	7	25	49	12
	N/A	N/A	1	8	27	52	12
Data Management and Probability (e.g., using methods to gather, interpret, display and communicate information and predicting the likelihood of events)							
	5	1	2	10	30	43	10
	N/A	N/A	2	10	32	46	11

REPORTING

EQAO reports assessments results in two ways:

☐ **Method 1** Refer to MATHEMATICS GRADE 3.

☐ **Method 2** Refer to MATHEMATICS GRADE 3.

Due to rounding, percentages for the achievement data may not always sum to 100.

READING – GRADE 6

KNOWLEDGE/SKILLS CATEGORIES	EXEMPT	NO DATA	NOT ENOUGH INFORMATION TO SCORE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Reasoning Selects, describes, interprets, judges, summarizes and analyzes relevant information and ideas from a text to show understanding				Selects and describes a few concrete ideas and simple pieces of information	Shows understanding of some concrete ideas and some simple information	Shows understanding of ideas and information of some complexity	Understands complex ideas and information
	4	1	2	7	38	42	7
	N/A	N/A	3	7	40	44	7
Communication Explains his or her interpretation of a text and supports that interpretation with evidence from the text and from his or her knowledge and experiences				Makes a few simple interpretations that are unclear or imprecise	Makes and supports simple interpretations that have some clarity and precision	Makes and supports a variety of interpretations clearly and precisely	Makes, supports and integrates a variety of interpretations clearly, precisely and in-depth
	4	1	1	4	34	46	10
	N/A	N/A	1	5	36	49	11
Organization of Ideas Identifies and describes different organizational forms and characteristics of texts (e.g., short stories, novels, articles and poems) and uses this knowledge to aid understanding				Shows knowledge of a few simple text forms and characteristics	Shows knowledge of some simple text forms and characteristics and understands their use	Shows knowledge of text forms and characteristics of some complexity and understands their use	Shows knowledge of a variety of complex text forms and characteristics and understands their use
	4	1	2	12	40	35	6
	N/A	N/A	2	12	43	37	6
Application of Language Conventions Identifies and explains the use of appropriate language conventions and conventions of texts (e.g., spelling, grammar, punctuation and style)				Identifies a few of the conventions tested and gives little explanation of their use	Identifies some of the conventions tested and gives some explanation of their use	Identifies and explains the use of most conventions tested	Identifies and explains the use of all conventions tested
	4	1	14	16	28	31	6
	N/A	N/A	14	17	30	32	7

REPORTING
EQAO reports assessment results in two ways:

- **Method 1** expresses the number of students achieving at each level as a percentage of **all** of the students in the grade, including students who were exempted and those who took part in the assessment but did not produce enough work to be scored. This is EQAO's primary method of reporting because publicly funded schools are accountable for the achievement and progress of all students.
- **Method 2** expresses the number of students achieving at each level as a percentage of those students who **actually** took part in the assessment and produced work that could be scored. Method 2 is an alternative way of presenting the data. It highlights the results achieved by this group of students.

Due to rounding, percentages for the achievement data may not always sum to 100.

WRITING – GRADE 6

	EXEMPT	NO DATA	NOT ENOUGH INFORMATION TO SCORE				
Reasoning Understands the purpose of the writing task, develops ideas and relates them to the purpose of the task and to each other				Develops some simple ideas inconsistently related to the purpose of the task and/or to each other	Develops some simple ideas related to the purpose of the task and to each other	Develops ideas of some complexity clearly related to the purpose of the task and to each other	Develops complex and integrated ideas clearly related to the purpose of the task and to each other
	4	1	4	10	38	34	9
	N/A	N/A	4	11	40	36	10
Communication Uses appropriate writing techniques, including vocabulary, imagery and sentence variety to create a tone (i.e.,the writer's voice) appropriate for a specific audience				Writes unclearly, with little sense of voice or audience, using very simple techniques	Writes with some clarity, with some sense of voice and audience, using simple techniques	Writes clearly, with a sense of voice and audience, using a range of techniques	Writes clearly, with a strong sense of voice and audience, using a range of complex techniques
	4	1	4	10	36	36	11
	N/A	N/A	4	10	37	38	11
Organization of Ideas Organizes ideas and information logically in sentences, in paragraphs and within the overall organization				Presents incomplete ideas and information with only a few logical connections	Organizes ideas and information that are related in simple, mechanical ways	Organizes ideas and information using appropriate, logical connections	Organizes ideas and information using a range of complex and logical connections
	4	1	4	10	36	36	10
	N/A	N/A	4	11	38	37	10
Application of Language Conventions Applies language conventions correctly (spelling, grammar, punctuation and style)				Applies conventions with little accuracy	Applies conventions with some accuracy	Applies conventions with general accuracy	Applies conventions consistently with accuracy
	4	1	4	10	34	37	10
	N/A	N/A	4	11	36	39	11

REPORTING
EQAO reports assessment results in two ways:

- **Method 1** expresses the number of students achieving at each level as a percentage of **all** of the students in the grade, including students who were exempted and those who took part in the assessment but did not produce enough work to be scored. This is EQAO's primary method of reporting because publicly funded schools are accountable for the achievement and progress of all students.
- **Method 2** expresses the number of students achieving at each level as a percentage of those students who **actually** took part in the assessment and produced work that could be scored. Method 2 is an alternative way of presenting the data. It highlights the results achieved by this group of students.

Due to rounding, percentages for the achievement data may not always sum to 100.

MATHEMATICS – GRADE 6

KNOWLEDGE/SKILLS CATEGORIES	EXEMPT	NO DATA	NOT ENOUGH INFORMATION TO SCORE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Problem Solving Analyzes and uses appropriate strategies that lead to accurate solutions				Uses a few simple strategies that rarely lead to accurate solutions	Uses some appropriate strategies that sometimes lead to accurate solutions	Generally uses appropriate strategies that usually lead to accurate solutions	Uses appropriate and innovative strategies that lead to accurate solutions
	4	1	1	20	37	29	8
	N/A	N/A	1	21	39	30	9
Understanding of Concepts Uses and explains required concepts and incorporates mathematical ideas and relationships				Uses a few required concepts and gives inappropriate and/or incomplete explanations	Uses some required concepts and gives appropriate but incomplete explanations	Uses most required concepts and gives appropriate and complete explanations	Uses all required concepts and gives appropriate and complete explanations in various contexts
	4	1	1	23	39	27	6
	N/A	N/A	1	24	41	28	7
Application of Mathematical Procedures Selects and accurately applies procedures (e.g., making a graph) and operations (e.g., adding and multiplying)				Applies a few simple procedures and operations with major errors/ omissions	Applies some of the appropriate procedures and operations with several minor errors/omissions	Applies most of the appropriate procedures and operations with few minor errors/ omissions	Applies the required procedures and operations, rarely with any errors/ omissions
	4	1	2	16	34	35	9
	N/A	N/A	2	17	36	37	9
Communication of Required Knowledge Uses clear explanations and appropriate mathematical language; analyzes the reasonableness of solutions and gives clear and precise justifications				Rarely uses mathematical language; gives unclear and/or imprecise justifications	Sometimes uses correct and appropriate mathematical language; gives justifications that are somewhat clear and precise	Usually uses correct and appropriate mathematical language; gives generally clear and precise justifications	Uses a range of correct and appropriate mathematical language; gives clear and precise justifications
	4	1	3	22	37	26	7
	N/A	N/A	3	24	39	27	7

REPORTING
EQAO reports assessment results in two ways:

- **Method 1** expresses the number of students achieving at each level as a percentage of **all** of the students in the grade, including students who were exempted and those who took part in the assessment but did not produce enough work to be scored. This is EQAO's primary method of reporting because publicly funded schools are accountable for the achievement and progress of all students.
- **Method 2** expresses the number of students achieving at each level as a percentage of those students who **actually** took part in the assessment and produced work that could be scored. Method 2 is an alternative way of presenting the data. It highlights the results achieved by this group of students.

Due to rounding, percentages for the achievement data may not always sum to 100.

MATHEMATICS STRANDS – GRADE 6

Each strand identifies a key area of knowledge and skills in the mathematics curriculum

STRANDS	EXEMPT	NO DATA	NOT ENOUGH INFORMATION TO SCORE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Number Sense and Numeration (e.g., adding, subtracting, multiplying and dividing numbers to describe and represent relationships)				The student demonstrates and communicates limited knowledge and understanding of the strand	The student demonstrates and communicates some knowledge and understanding of the strand	The student demonstrates and communicates general knowledge and understanding of the strand	The student demonstrates and communicates in-depth knowledge and understanding of the strand
	4	1	4	20	30	26	15
	N/A	N/A	4	21	31	28	16
Geometry and Spatial Sense (e.g., using and applying knowledge of spatial relationships to identify, describe, compare, classify and analyze geometric properties and relationships)							
	4	1	1	28	36	23	7
	N/A	N/A	1	30	38	24	7
Measurement (e.g., estimating, measuring, calculating, comparing and recording using standard units)							
	4	1	4	27	30	26	8
	N/A	N/A	5	29	32	27	8
Patterning and Algebra (e.g., identifying, extending, creating and analyzing patterns and justifying pattern rules)							
	4	1	2	20	29	31	13
	N/A	N/A	2	21	30	33	14
Data Management and Probability (e.g., using methods to gather, analyze, display and communicate information and examining probability concepts)							
	4	1	3	22	33	29	9
	N/A	N/A	3	23	35	30	9

REPORTING

EQAO reports assessment results in two ways:

☐ **Method 1** Refer to MATHEMATICS GRADE 6.

☐ **Method 2** Refer to MATHEMATICS GRADE 6.

Due to rounding, percentages for the achievement data may not always sum to 100.

The Grade 3 and the Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Grade 3 Overall Achievement in **Reading**

LEVELS 3 AND 4

44% of students achieved at Levels 3 and 4 in reading, with 39% at Level 3 and 5% at Level 4. This is a decrease of 2% over the 1997-1998 overall results. These students demonstrate and communicate extensive to in-depth knowledge, understanding and application of reading skills.

LEVELS 1 AND 2

45% of students achieved at Levels 1 and 2, with 11% at Level 1 and 34% at Level 2. This is an increase of 5% over the 1997-1998 overall results, with all of the increase at Level 1. These students demonstrate limited to some knowledge, understanding and application of reading skills.

Grade 6 Overall Achievement in **Reading**

LEVELS 3 AND 4

48% of students achieved at Levels 3 and 4 in reading, with 40% at Level 3 and 8% at Level 4. These students demonstrate and communicate extensive to in-depth knowledge, understanding and application of reading skills.

LEVELS 1 AND 2

44% of students achieved at Levels 1 and 2, with 9% at Level 1 and 35% at Level 2. These students demonstrate limited to some knowledge, understanding and application of reading skills.

Grade 3 and Grade 6 Overall Achievement at Levels 3 and 4 by:

	GRADE 3		GRADE 6	
Gender	Female	Male	Female	Male
	49%	39%	56%	40%
Language	Non-ESL	ESL	Non-ESL	ESL
	45%	21%	49%	17%
Special Education Support	Not Receiving Support	Receiving Support	Not Receiving Support	Receiving Support
	51%	9%	55%	11%

Some differences existed among subgroups:

> 10% more girls than boys scored at Levels 3 and 4 in Grade 3, and 16% more girls than boys scored at these levels in Grade 6.

> 24% more non-English as a Second Language students (non-ESL) than ESL students scored at Levels 3 and 4 in Grade 3 and 32% more scored at these levels in Grade 6.

> 44% more students who are not receiving Special Education support than students who are receiving Special Education support scored at Levels 3 and 4 in Grade 3 and 45% more scored at these levels in Grade 6.

Overall **Reading** Results for Grade 3 and Grade 6

Overall results show fairly consistent levels of reading achievement in Grade 3 and Grade 6. 44% of Grade 3 students are achieving at Levels 3 and 4 and 48% of Grade 6 students are achieving at these levels. The percentages of students achieving at Levels 1 and 2 in Grade 3 and Grade 6 are virtually the same at 45% and 44%, respectively.

Missing Data

11% of the Grade 3 students were not included in this analysis, compared to 14% in 1997-1998; this year, 2% provided insufficient information to be scored, 3% provided no data and 6% were exempted from participating in the reading portion of the assessment. Last year, 8% provided insufficient information, 1% provided no data and 5% were exempted.

8% of the Grade 6 students were not included in this analysis: 3% provided insufficient information to be scored, 1% provided no data and 4% were exempted from participating in the reading portion of the assessment.

Grade 3 and Grade 6 **Reading** Achievement by Category

The curriculum specifies four categories in the teaching of reading: Reasoning, Communication, Organization of Ideas and Application of Language Conventions. EQAO structured the assessments to gather data on each of these components. This approach provides greater detail on student achievement to help educators focus on areas for improvement.

Grade 3 Achievement by Category

In three categories, Reasoning, Communication and Organization of Ideas, the percentage of students at Levels 3 and 4 is under 50%, with Reasoning at 40%, Communication at 43% and Organization of Ideas at 46%. In the category Application of Language Conventions, the percentage of students at Levels 3 and 4 is 60%. The pattern of achievement across three of the categories, Reasoning, Communication and Organization of Ideas, is generally consistent with the 1997-1998 results. Student achievement in the category Application of Language Conventions is higher than it was in the 1997-1998 assessment.

Grade 6 Achievement by Category

In the category Communication, 56% of the students achieved at Levels 3 and 4. In the other three categories, Reasoning, Organization of Ideas and Application of Language Conventions, fewer than 50% of the students achieved at Levels 3 and 4, with Reasoning the highest at 49%, followed by Organization of Ideas at 41% and Application of Language Conventions at 37%.

Reading Results by Category for Grade 3 and Grade 6

There is some consistency between the Grade 3 and Grade 6 results in the two categories Reasoning and Organization of Ideas. There are differences in the results between grades in the two other categories. Communication results are higher in Grade 6 than in Grade 3, and Application of Language Conventions results are lower in Grade 6 than in Grade 3.

OTHER FINDINGS

Analysis of Data on **Reading** from the Teacher, Student and Home Questionnaires for Grade 3 and Grade 6

THE TEACHER QUESTIONNAIRE

95% of Grade 3 teachers report using phonics cues as a teaching strategy "at least a few times a month". This is the same percentage as in 1997-1998.

Roughly 85% of Grade 3 teachers indicate they are "somewhat comfortable" or "very comfortable" teaching the four reading categories. This is a marked increase over 1997-1998 responses which ranged from a high of 78% to a low of 65%. Over 85% of the Grade 6 teachers indicate they are "somewhat comfortable" or "very comfortable" teaching the four reading categories.

Both Grade 3 and Grade 6 teachers are spending proportionally the same amount of time teaching reading strategies that promote higher-order thinking skills, but are doing so infrequently. For Grade 3 teachers, these percentages are consistent with those from 1997-1998. The percentage of Grade 3 teachers who report doing various higher-order activities "a few times a week or more" ranges from a high of 56%, who report teaching students to evaluate information and ideas from their reading, to a low of 33%, who report teaching students to recognize various levels of meaning in a text. The percentage of Grade 6 teachers who report doing higher-order activities "a few times a week or more" ranges from a high of 55%, who report teaching students to evaluate information, to a low of 23%, who teach them to recognize various levels of meaning in text.

Both Grade 3 and Grade 6 teachers indicate some discomfort assessing students' achievement in reading, although Grade 6 teachers indicate more discomfort in some categories than in others. Less than 10% of Grade 3 and Grade 6 teachers are "very uncomfortable" or "somewhat uncomfortable" assessing student achievement in all four categories.

THE STUDENT QUESTIONNAIRE

In Grade 3, 69% of boys and 83% of girls indicate they like to read. This is a marked increase over the 1997-1998 percentages. In Grade 6, 55% of boys and 71% of girls indicate they like to read. Slightly more than half of Grade 3 and Grade 6 students indicate they read outside of regular school work, at 54% and 55% respectively. For the Grade 3 students, these are almost the same percentages as in 1997-1998. In Grade 3, 60% of girls and 49% of boys indicate that they do reading "that is not part of my work for school". In Grade 6, the percentage is 62% for girls and 47% for boys.

THE HOME QUESTIONNAIRE

69% of Grade 3 parents and 54% of Grade 6 parents indicate they assist their child with reading by talking about what he or she is reading, and around three-quarters of the parents indicate they encourage their child to read materials that are not related to schoolwork. 54% of Grade 3 parents indicate they "read to their child" while 38% of Grade 6 parents indicate they "listen to their child read".

Recommendations for **Reading**

Although reading involves learning discrete skills and strategies, the act of reading is essentially a process in which the reader uses a variety of different skills to derive meaning from what is being read. An effective reader brings a wide variety of reading skills and experience to a text and can grasp, interact with and apply the ideas and information in a personal context. Students need frequent opportunities to read widely for different purposes and to discuss the information and ideas in what they have read.

The specific recommendations that follow are based on patterns and trends in the provincial results. Teachers and school board personnel will want to look at these recommendations in light of their own school and school board data and, where necessary, modify or add to them according to factors in their particular community.

EQAO recommends:

1) That teachers continue to provide instruction which will increase the number of students reaching the provincial standard across all categories in the reading curriculum.
2) That elementary teachers in all grades focus on the expectations in Application of Language Conventions to ensure that all of the conventions (spelling, punctuation, grammar and style) are being addressed.
3) That all elementary teachers use reading strategies that promote higher-order thinking skills more frequently.
4) That all elementary teachers develop their capacity to assess student learning in the classroom by talking with other teachers who are experienced in a range of classroom assessment activities in reading, visiting other classrooms, speaking with school board support personnel and pursuing professional development.
5) That teachers encourage parents to be involved with their child's reading throughout the elementary grades, by both reading to their child and listening to their child read and by talking to their child about what she or he reads.
6) That all elementary teachers make every effort to increase students' enjoyment of reading.
7) That teachers and parents make a greater range of reading materials available so that both boys and girls are motivated to read outside of their classroom assignments.
8) That school boards review their allocation of resources (human and material) to ensure that teachers have the support they require to implement the curriculum and assess student learning in their classrooms.

READING — GRADE 3 STUDENT QUESTIONNAIRE DATA BY GENDER

	ALL	GIRLS	BOYS
I like to read.	76%	83%	69%
I do reading that is not part of my work for school.	54%	60%	49%
I am a good reader.	62%	65%	59%
I read by myself at home.	61%	66%	55%
I talk to people about what I read.	34%	35%	33%
I like to read picture books.	44%	41%	46%
I like to read chapter books or novels.	70%	76%	65%
I like to read information books.	45%	41%	49%
I like to read poems.	48%	61%	36%
I like to read newspapers.	21%	16%	25%
I like to read magazines.	50%	49%	50%
I like to read comic books.	55%	42%	67%
I like to talk to people about what I read.	31%	34%	28%

READING — GRADE 6 STUDENT QUESTIONNAIRE DATA BY GENDER

	ALL	GIRLS	BOYS
I like to read.	63%	71%	55%
I do reading that is not part of my work for school.	55%	62%	47%
I am a good reader.	61%	64%	58%
I read by myself at home.	64%	72%	57%
I talk to people about what I read.	29%	32%	27%
I like to read chapter books or novels.	71%	79%	64%
I like to read information books.	29%	22%	35%
I like to read poems.	35%	48%	23%
I like to read newspapers.	28%	21%	34%
I like to read magazines.	71%	78%	65%
I like to read comic books.	47%	38%	56%
I like to talk to people about what I read.	27%	30%	24%

Note: Students could answer "Yes", "Sometimes", "No" or "Don't know" to the above statements. The percentages reported here refer to the percentage of students who answered "Yes".

The Grade 3 and the Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Grade 3 Overall Achievement in **Writing**

LEVELS 3 AND 4

51% of students achieved at Levels 3 and 4 in writing, with 45% at Level 3 and 6% at Level 4. Students at these two levels demonstrate and communicate extensive to in-depth knowledge, understanding and application of writing skills.

LEVELS 1 AND 2

40% of students achieved at Levels 1 and 2, with 3% at Level 1 and 37% at Level 2. Students at these two levels demonstrate limited to some knowledge, understanding and application of writing skills.

Grade 6 Overall Achievement in **Writing**

LEVELS 3 AND 4

48% of students achieved at Levels 3 and 4 in writing, with 37% at Level 3 and 11% at Level 4. Students at these levels demonstrate and communicate extensive to in-depth knowledge, understanding and application of writing skills.

LEVELS 1 AND 2

44% of students achieved at Levels 1 and 2, with 9% at Level 1 and 35% at Level 2. Students at these levels demonstrate limited to some knowledge, understanding and application of writing skills.

Grade 3 and Grade 6 Overall Achievement at Levels 3 and 4 by:

	GRADE 3		GRADE 6	
Gender	Female	Male	Female	Male
	59%	44%	59%	38%
Language	Non-ESL	ESL	Non-ESL	ESL
	52%	34%	49%	22%
Special Education Support	Not Receiving Support	Receiving Support	Not Receiving Support	Receiving Support
	58%	17%	59%	13%

Some differences existed among subgroups:

> In Grade 3, 15% more girls than boys scored at Levels 3 and 4. In Grade 6, 21% more girls than boys scored at these levels.

> 18% more non-English as a Second Language (non-ESL) students than ESL students scored at Levels 3 and 4 in Grade 3 and 27% more scored at these levels in Grade 6.

> 41% more students who are not receiving Special Education support than students who are receiving Special Education support scored at Levels 3 and 4 in Grade 3 and 46% more scored at these levels in Grade 6.

Overall **Writing** Results for Grade 3 and Grade 6

The overall writing results are fairly consistent in Grade 3 and Grade 6. 51% of Grade 3 students and 48% of Grade 6 students are achieving at Levels 3 and 4, and 40% of Grade 3 students and 44% of Grade 6 students are achieving at Levels 1 and 2.

Missing Data

10% of the Grade 3 students were not included in this analysis. 2% provided insufficient information to be scored, 3% provided no data and 5% were exempted from participating in the writing component of the assessment. Last year, 2% produced insufficient information, 1% produced no data and 4% were exempted from participating in the writing component of the assessment.

9% of the Grade 6 students were not included in this analysis. 4% provided insufficient information to be scored, 1% provided no data and 4% were exempted from participating in the writing portion of the assessment.

Grade 3 and Grade 6 **Writing** Achievement by Category

The curriculum specifies four categories in the teaching of writing: Reasoning, Communication, Organization of Ideas and Application of Language Conventions. EQAO structured its writing assessments to gather data on each of these components. This approach provides greater detail on student achievement to help educators focus on areas for improvement.

Grade 3 Achievement by Category

Application of Language Conventions is the strongest category with 54% of students achieving at Levels 3 and 4. In the categories Communication and Organization of Ideas, just under 50% of students achieved at Levels 3 and 4, 48% in the former and 47% in the latter. Reasoning was the weakest category with 44% of students scoring at Levels 3 and 4. The pattern across the categories is generally consistent with the 1997-1998 results.

Grade 6 Achievement by Category

Student achievement at Levels 3 and 4 across all four categories was less than 50%. The category scores differ by only four percentage points, with both Application of Language Conventions and Communications at 47%, Organization of Ideas at 46% and Reasoning, the lowest, at 43%.

Writing Results by Category for Grade 3 and Grade 6

There is a general similarity in the number of Grade 3 and Grade 6 students achieving at Levels 3 and 4 in Reasoning, Communication and Organization of Ideas. There is some inconsistency in the number of Grade 3 and Grade 6 students achieving at Levels 3 and 4 in the category Application of Language Conventions. There is some inconsistency in the number of Grade 3 and Grade 6 students achieving at Level 1 across all categories, with more Grade 6 students at this level.

OTHER FINDINGS

Analysis of Data on **Writing** from the Teacher, Student and Home Questionnaires for Grade 3 and Grade 6

THE TEACHER QUESTIONNAIRE

Over three-quarters of Grade 3 and over 65% of Grade 6 teachers spend more than 40 minutes a day on writing and related activities. This is a marginal increase for Grade 3 teachers over 1997-1998.

Over 85% of Grade 3 teachers and around two-thirds of Grade 6 teachers indicate they are "somewhat comfortable" or "very comfortable" teaching the various writing categories.

Over 85% of Grade 3 and Grade 6 teachers indicate they use the pre-writing, revising and editing stages of the writing process "at least a few times a month".

Both Grade 3 and Grade 6 teachers place strong emphasis on teaching their students spelling, punctuation and grammar "at least weekly", although the percentage of teachers who report doing so in Grade 6 is somewhat lower.

Both Grade 3 and Grade 6 teachers indicate they focus infrequently on writing for different purposes or audiences, although the percentage for Grade 3 teachers is up marginally from that reported in 1997-1998.

Less than 10% of Grade 3 and Grade 6 teachers indicate some discomfort assessing students' achievement in writing in two categories: Reasoning and Communication.

THE STUDENT QUESTIONNAIRE

Students indicate a preference for writing stories and letters or cards at both Grade 3 and Grade 6 levels; teachers in both grades engage students more frequently in reading and writing stories and less frequently in reading and writing informative articles.

In Grade 3, 72% of girls and 58% of boys indicate they like to write. This is roughly the same percentage of students who indicated in 1997-1998 that they like to write. In Grade 6, 58% of girls and 43% of boys indicate they like to write.

Over one-quarter of Grade 3 students, both boys and girls equally, indicate they do not talk to someone else before writing, and over 20% indicate they do not like to talk about what they write.

31% of Grade 3 students and 38% of Grade 6 students indicate that they use a computer for writing.

THE HOME QUESTIONNAIRE

Many parents of both Grade 3 and Grade 6 students indicate they have writing materials, including computers, available to their child at home.

Around three-quarters of Grade 3 parents indicate that they listen to what their child has written, talk to their child about what he or she has written and encourage their child to write in addition to school work. For Grade 6 parents this percentage is between 40% and 60%.

Recommendations for **Writing**

Writing is an integrated activity that combines knowledge and skills in the four writing categories. The writer develops and communicates ideas and information for specific purposes and to specific audiences. Effective writing requires the use of an appropriate form, organizational structure, a variety of suitable writing techniques and the use of correct language conventions.

The specific recommendations which follow are based on patterns and trends in the provincial results. Teachers and school board personnel will want to look at these recommendations in light of their own school and school board data and, where necessary, modify or add to them depending on factors in their particular community.

EQAO recommends:

1) That teachers continue to provide instruction which will increase the number of students reaching the provincial standard across all categories in the writing curriculum.
2) That all elementary teachers provide students with more frequent opportunities to write for different purposes and audiences in order to help students integrate the components of writing and consolidate their skills across all categories.
3) That all elementary teachers focus strongly on the expectations associated with the conventions of spelling, punctuation and grammar across all grades.
4) That all elementary teachers increase their capacity to assess student writing, particularly the categories Reasoning and Communication, by talking with other teachers who are experienced in a range of classroom assessment activities in writing, visiting other classrooms, speaking with school board support personnel and pursuing professional development.
5) That all elementary teachers create more opportunities for students to read and write informative articles and other types of non-fiction.
6) That all elementary teachers review their writing programs to ensure that materials and assignments are appealing to boys as well as girls.
7) That all elementary teachers provide opportunities for students to consolidate and apply their learning by focussing more strongly on writing tasks that have real-life applications.

8) That all elementary teachers continue to work with school councils to encourage students to use writing as a means of communicating thoughts, feelings and information outside the school environment.

9) That parents continue to talk to their children about what they have written, to listen to their children read what they have written and to encourage writing activities beyond those assigned in the classroom.

10) That school boards review their allocation of resources (human and material) to provide teachers with the support they require to implement the curriculum and assess student learning in their classrooms.

WRITING — GRADE 3 STUDENT QUESTIONNAIRE DATA BY GENDER

	ALL	GIRLS	BOYS
I like to write.	65%	72%	58%
I do writing that is not part of my work for school.	51%	57%	45%
I am a good writer.	55%	59%	50%
I use a computer for writing.	31%	29%	33%
Before writing, I talk to someone about my topic.	28%	28%	28%
Before writing, I take time to plan.	73%	75%	71%
When finished, I read my work and correct my mistakes.	68%	72%	65%
I share my good copy with others.	52%	56%	49%
I like to write stories.	64%	68%	59%
I like to write reports.	36%	38%	34%
I like to write poems.	39%	51%	28%
I like to write journals or diaries.	51%	66%	37%
I like to write letters or cards.	64%	74%	55%
I like to talk to people about what I write.	30%	30%	29%

WRITING — GRADE 6 STUDENT QUESTIONNAIRE DATA BY GENDER

	ALL	GIRLS	BOYS
I like to write.	51%	58%	43%
I do writing that is not part of my work for school.	45%	52%	37%
I am a good writer.	47%	50%	44%
I use a computer for writing.	38%	35%	40%
Before writing, I talk to someone about my topic.	24%	24%	24%
Before writing, I take time to plan.	59%	60%	58%
When finished, I read my work and correct my mistakes.	66%	71%	60%
I share my good copy with others.	55%	60%	50%
I like to write stories.	54%	57%	51%
I like to write reports.	21%	22%	20%
I like to write poems.	30%	40%	20%
I like to write letters or cards.	54%	71%	38%
I like to talk to people about what I write.	23%	23%	23%

Note: Students could answer "Yes", "Sometimes", "No" or "Don't know" to the above statements. The percentages reported here refer to the percentage of students who answered "Yes".

The Grade 3 and the Grade 6 Assessments of Reading, Writing and Mathematics: 1998-1999

Grade 3 Overall Achievement in **Mathematics**

LEVELS 3 AND 4

56% of students achieved at Levels 3 and 4 in mathematics, with 46% at Level 3 and 10% at Level 4. This is an increase of 13% over the 1997-1998 overall results. These students demonstrate and communicate extensive to in-depth knowledge, understanding and application of mathematics skills.

LEVELS 1 AND 2

37% of students achieved at Levels 1 and 2, with 8% at Level 1 and 29% at Level 2. This represents a decrease of 9% over the 1997-1998 results, with most of the decrease in the number of students at Level 1. These students demonstrate and communicate limited to some knowledge, understanding and application of mathematics skills.

Grade 6 Overall Achievement in **Mathematics**

LEVELS 3 AND 4

46% of students achieved at Levels 3 and 4 in mathematics, with 35% at Level 3 and 11% at Level 4. These students demonstrate and communicate extensive to in-depth knowledge, understanding and application of mathematics skills.

LEVELS 1 AND 2

47% of students achieved at Levels 1 and 2, with 12% at Level 1 and 35% at Level 2. These students demonstrate limited to some knowledge, understanding and application of mathematics skills.

Grade 3 and Grade 6 Overall Achievement at Levels 3 and 4 by:

	GRADE 3		GRADE 6	
Gender	Female	Male	Female	Male
	58%	55%	47%	45%
Language	Non-ESL	ESL	Non-ESL	ESL
	58%	37%	46%	31%
Special Education Support	Not Receiving Support	Receiving Support	Not Receiving Support	Receiving Support
	64%	21%	52%	11%

Some differences existed among subgroups:

> The percentage of girls scoring at Levels 3 and 4 in both Grade 3 and Grade 6 was slightly higher than the percentage of boys scoring at these levels.

> 21% more non-English as a Second Language (non-ESL) students than ESL students scored at Levels 3 and 4 in Grade 3 and 15% more scored at these levels in Grade 6.

> 43% more students who are not receiving Special Education support than students who are receiving Special Education support scored at Levels 3 and 4 in Grade 3 and 41% more scored at these levels in Grade 6.

Overall **Mathematics** Results for Grade 3 and Grade 6

The overall results are higher in Grade 3 than in Grade 6. In Grade 3, there are 10% more students achieving at Levels 3 and 4 than in Grade 6 and 10% fewer students in Grade 3 are achieving at Levels 1 and 2 than in Grade 6.

Missing Data

7% of the Grade 3 students were not included in this analysis. 1% provided insufficient information to be scored, 1% provided no data and 5% were exempted from participating in the mathematics portion of the assessment. In last year's assessment, 4% of students provided insufficient information, 3% provided no data and 4% were exempted.

8% of Grade 6 students were not included in this analysis. 3% provided insufficient information to be scored, 1% provided no data and 4% were exempted from participating in the mathematics portion of the assessment.

Grade 3 and Grade 6 **Mathematics** Achievement by Category and Strand

The curriculum specifies four categories and five strands in the teaching of mathematics. EQAO structured its assessments to gather data on each of these components. This provides greater detail on student achievement to help educators focus on areas for improvement in mathematics.

Grade 3 Achievement by Categories and Strands

CATEGORIES

In all categories, fewer than 50% of students are achieving at Levels 3 and 4, with three categories, Problem Solving, Understanding of Concepts and Communication of Required Knowledge, in the 30% range. 46% of students are achieving at Levels 3 and 4 in Application of Mathematical Procedures. The pattern across the categories is generally consistent with the 1997-1998 assessment results, with Application of Mathematical Procedures the strongest category.

STRANDS

In three strands, Patterning and Algebra, Data Management and Probability, and Number Sense and Numeration, the number of students at Levels 3 and 4 is 50% or higher, with Patterning and Algebra at 61%, followed by Data Management and Probability at 53% and Number Sense and Numeration at

50%. In two strands, Measurement and Geometry and Spatial Sense, the number of students at Levels 3 and 4 is under 50%, with Measurement at 47% and Geometry and Spatial Sense at 45%. The pattern across all strands is consistent with achievement across strands in the 1997-1998 assessment results, with Number Sense and Numeration and Data Management and Probability the strongest strands, and Measurement and Geometry and Spatial Sense the weakest strands.

Grade 6 Achievement by Categories and Strands

CATEGORIES

In all categories, the percentage of students at Levels 3 and 4 is less than 50%. Achievement is strongest in Application of Mathematical Procedures, with 44% of students achieving at Levels 3 and 4. 33% of students are achieving at these levels in Communication of Required Knowledge and Understanding of Concepts, and 37% are achieving at these levels in Problem Solving.

STRANDS

In all strands, the number of students at Levels 3 and 4 is less than 50%. Achievement is strongest in Number Sense and Numeration at 41%, Patterning and Algebra at 44% and Data Management and Probability at 38%. Achievement is weakest in Geometry and Spatial Sense at 30% and in Measurement at 34%.

Mathematics Results by Categories and Strands for Grade 3 and Grade 6

The pattern of results is similar in Grade 3 and Grade 6 across all categories. In all categories, the percentage of students at Levels 3 and 4 is less than 50%. Application of Mathematical Procedures is the strongest category, and Understanding of Concepts, Communication of Required Knowledge and Problem Solving are the weakest categories.

Within the strands, results in Grade 3 are generally higher than in Grade 6. The pattern of achievement, however, is similar in four of the strands: Patterning and Algebra is the strongest in both grades. Number Sense and Numeration, and Data Management and Probability are the next strongest strands in both grades. Both groups were weakest in Measurement and Geometry and Spatial Sense. The achievement levels in Data Management and Probability, and in Patterning and Algebra are much higher in Grade 3 than in Grade 6.

OTHER FINDINGS

Analysis of Data on **Mathematics** from the Teacher, Student and Home Questionnaires for Grade 3 and Grade 6

THE TEACHER QUESTIONNAIRE

Grade 3 teachers indicate they are paying more attention to teaching all aspects of the mathematics curriculum. Around 90% of teachers now indicate they are "very comfortable" or "somewhat comfortable" teaching all mathematical strands and categories. Last year's percentages ranged from 58% to 88%.

Grade 3 teachers indicate they are using a greater variety of strategies for teaching mathematics; for example, 76% of the teachers report having students use concrete materials to understand new concepts "at least a few times a week" versus 66% last year. Around 90% of Grade 3 and Grade 6 teachers report teaching mathematical methods or procedures "at least a few times a week" and having students communicate solutions in a precise and mathematical way "at least a few times a week".

Although there is a slight increase in Grade 3 teachers' use of mathematics activities such as those included in EQAO assessments, many teachers still do not use such activities with any frequency. Less than 10% of the teachers remain "very uncomfortable" or "somewhat uncomfortable" in assessing some strands and categories.

22% of Grade 3 teachers have students communicate in mathematics through journal writing "a few times a week or more". This is a slight increase compared to last year.

There are slight increases in Grade 3 teachers' use of strategies that promote higher-order thinking in mathematics. However, teachers still do so infrequently.

THE STUDENT QUESTIONNAIRE

In Grade 3, 65% of boys and 60% of girls indicate they like mathematics. The percentages are virtually unchanged from last year. In Grade 6, 56% of boys and 41% of girls indicate they like mathematics.

Many students indicate they do not talk to people about what they do in mathematics.

THE HOME QUESTIONNAIRE

More than 70% of Grade 3 parents help their child with number questions and problem solving. This percentage is around 55% for Grade 6 parents. Over 30% of the students indicated they do not "like to talk about mathematics".

Recommendations for **Mathematics**

Mathematics is essentially an integrated problem-solving activity. All five strands, or major areas of knowledge and skills in the mathematics curriculum, require students to engage in problem solving. Problem solving requires students to apply their understanding of concepts and mathematical procedures and to communicate what they are doing and to explain why they are doing it. In order to use mathematics effectively in real-life situations, students must integrate and apply knowledge and skills from all categories and strands of the mathematics curriculum.

The specific recommendations which follow are based on patterns and trends in the provincial results. Teachers and board personnel will want to look at these recommendations in light of their own school and board data and, where necessary, modify or add recommendations that are applicable to their own situation.

EQAO recommends:

1) That all elementary teachers continue to provide instruction which will increase the number of students reaching the provincial standard across all categories and strands in the mathematics curriculum.
2) That all elementary teachers develop their capacity to assess student learning in the classroom by talking with other teachers who use a range of classroom assessment activities in mathematics, visiting other classrooms, speaking with school board support personnel and taking advantage of other professional development opportunities.
3) That all elementary teachers focus on teaching and assessing student learning in Communication of Required Knowledge, Problem Solving and Geometry and Spatial Sense.
4) That parents and teachers continue to work together to improve students' communication skills in mathematics and to increase opportunities for students to apply their mathematics skills to real-life situations beyond the classroom. A strong focus on Communication of Required Knowledge is particularly critical for students in ESL programs and for students receiving Special Education support.
5) That school boards review their allocation of resources (human and material) to provide more support for teachers to implement the curriculum and to assess student learning in their classrooms.

MATHEMATICS

GRADE 3 STUDENT QUESTIONNAIRE DATA BY GENDER

	ALL	GIRLS	BOYS
I like mathematics.	63%	60%	65%
I do mathematics that is not part of my work for school.	43%	45%	42%
I am good at mathematics.	51%	44%	58%
I use a calculator to learn mathematics at school.	19%	18%	20%
I use a computer to learn mathematics at school.	26%	26%	27%
I think mathematics is easy.	34%	29%	39%
I understand the mathematics that I do in school.	48%	44%	53%
I talk to people about what I do in mathematics.	26%	27%	24%
I like doing number questions.	65%	64%	66%
I like measuring things.	56%	55%	57%
I like making patterns.	65%	71%	60%
I like building structures.	71%	62%	80%
I like drawing graphs, charts or diagrams.	48%	52%	44%
I like working with shapes.	59%	61%	56%
I like estimating or predicting results.	52%	50%	53%
I like solving mathematical problems.	50%	47%	53%
I like to talk to people about what I do in mathematics.	28%	29%	26%

Note: Students could answer "Yes", "Sometimes", "No" or "Don't know" to the above statements. The percentages reported here refer to the percentage of students who answered "Yes".

MATHEMATICS

GRADE 6 STUDENT QUESTIONNAIRE DATA BY GENDER

	ALL	GIRLS	BOYS
I like mathematics.	49%	41%	56%
I do mathematics that is not part of my work for school.	34%	31%	37%
I am good at mathematics.	47%	37%	57%
I use a calculator to learn mathematics at school.	9%	8%	9%
I use a computer to learn mathematics at school.	5%	5%	6%
I think mathematics is easy.	26%	18%	33%
I understand the mathematics that I do in school.	51%	44%	58%
I talk to people about what I do in mathematics.	23%	23%	22%
I like doing number questions.	55%	53%	58%
I like measuring things.	41%	35%	47%
I like making patterns.	49%	51%	47%
I like building structures.	59%	47%	70%
I like drawing graphs, charts or diagrams.	44%	45%	43%
I like working with shapes.	46%	45%	48%
I like estimating or predicting results.	34%	28%	40%
I like solving mathematical problems.	35%	29%	42%
I like to talk to people about what I do in mathematics.	20%	20%	20%

Note: Students could answer "Yes", "Sometimes", "No" or "Don't know" to the above statements. The percentages reported here refer to the percentage of students who answered "Yes".

Related Findings

From the Teacher and Principal Questionnaires

Grade 3	Number of Respondents	Response Rate
Teacher Questionnire	6,990	93%
Principal Questionnaire	3,356	95%
Home Questionnaire	98,203	69%
Student Questionnaire	130,445	92%

Grade 6	Number of Respondents	Response Rate
Principal Questionnaire	3,356	95%
Home Questionnaire	98,030	72%
Student Questionnaire	122,502	90%

TEACHERS' EXPERIENCE	GRADE 3	GRADE 6
Taught for 10 or more years	60%	56%
Taught in primary division for 10 or more years	42%	32%
Taught Grade 3 for 10 or more years	17%	16%
Teachers who attended professional development courses, workshops or undertook professional reading focussed on teaching or assessing reading, writing or mathematics	around 75%	around 70%

TEACHERS WHO REPORT PROFESSIONAL DEVELOPMENT THROUGH	GRADE 3	GRADE 6
Visiting other classrooms	R-36% W-35% M-33%	R-36% W-35% M-35%
Attending conferences outside the board	R-17% W-13% M-12%	R-13% W-11% M-12%
Taking university or community college courses	R-17% W-15% M-11%	R-18% W-17% M-13%

ELEMENTARY PRINCIPALS INDICATED HOW LONG THEY HAD BEEN THE PRINCIPAL IN THEIR CURRENT SCHOOL
37% said 1 year
18% said 2 years
14% said 3 years
11% said 4 years
6% said 5 years

ELEMENTARY PRINCIPALS INDICATED HOW OFTEN THEY EXPECT TEACHERS TO MEET FORMALLY WITH OTHER TEACHERS TO PLAN OR DISCUSS CURRICULUM AND ASSESSMENT
6% said once a week
15% said once every two weeks
53% said once a month
24% said a few times a year

PRINCIPALS INDICATED METHODS USED IN THEIR SCHOOL TO INFORM PARENTS ABOUT EQAO ASSESSMENT ACTIVITIES	GRADE 3	GRADE 6
Teacher-parent conferences	79%	67%
Reports or profiles with school assessment results	89%	68%
School council meetings with presentations on assessment	85%	76%

GRADE 3 Teachers pursuing professional development in:	Graduate Studies	Seminars, workshops and conferences	Self instruction/ Professional reading
the theory and practice of reading/ writing instruction	21%	75%	50%
the assessment and evaluation of reading/writing	16%	74%	49%
the theory and practice of mathematics instruction	12%	74%	49%
the assessment and evaluation of mathematics	9%	70%	49%

GRADE 3	Part 1 and/or Part 2	Specialist
Teachers pursuing additional qualifications in:		
Reading	16%	6%
Writing	4%	2%
Mathematics	7%	2%

GRADE 6 Teachers pursuing professional development in:	Graduate Studies	Seminars, workshops and conferences	Self instruction/ Professional reading
the theory and practice of reading/writing instruction	18%	70%	46%
the assessment and evaluation of reading/writing	13%	71%	44%
the theory and practice of mathematics instruction	10%	74%	48%
the assessment and evaluation of mathematics	8%	72%	48%

GRADE 6	Part 1 and/or Part 2	Specialist
Teachers pursuing additional qualifications in:		
Reading	11%	4%
Writing	2%	1%
Mathematics	5%	1%

From the Home Questionnaires

PARENTS WHO	GRADE 3	GRADE 6
Read school newsletters and brochures	95%	94%
Review their child's report card	96%	96%
Speak or write to their child's teacher or principal	85%	81%
Indicate being involved with their child's school	50%	43%
Are satisfied or very satisfied with the way information is communicated about their child's achievement in reading, writing and mathematics	R-84% W-82% M-83%	R-83% W-81% M-82%

PARENTS WHO INDICATE THAT, AT LEAST A FEW TIMES A WEEK, THEY	GRADE 3	GRADE 6
Listen to their child read	72%	38%
Talk to their child about what has been read	69%	54%
Encourage their child to read materials that are not school work	76%	73%
Read to their child	54%	N/A
Read with their child	59%	26%

PARENTS WHO INDICATE THAT, AT LEAST A FEW TIMES A WEEK, THEY	GRADE 3	GRADE 6
Help their child to understand number questions	79%	59%
Help their child solve mathematical problems	72%	54%
Encourage their child to do mathematics that is not school work	55%	45%

From the Teacher Questionnaires about Reading, Writing and Mathematics

TEACHERS WHO REPORT SPENDING MORE THAN 40 MINUTES A DAY ON	GRADE 3	GRADE 6
Reading-related activities	87%	74%
Writing-related activities	78%	68%
Mathematics-related activities	85%	66%

TEACHERS WHO STATE THEY ARE VERY COMFORTABLE OR SOMEWHAT COMFORTABLE TEACHING	GRADE 3	GRADE 6
Reading Categories		
Reasoning		
Select and describe relevant ideas/information related to the text to show understanding	90%	89%
Identify, interpret, judge, summarize and analyze ideas and information from the text	87%	91%
Communication		
Explain interpretation of a text supporting it with evidence from the text and his/her knowledge and experience	87%	93%
Organization of Ideas		
Identify and describe different forms of texts	88%	91%
Use knowledge of the organization and characteristics of different forms of writing to enhance understanding	85%	89%
Application of Language Conventions		
Understand the conventions of written text	89%	92%
Identify various conventions of formal texts and use them to find information	87%	92%
Writing Categories		
Reasoning		
Understand the purpose of the task	91%	67%
Develop ideas and relate them to the purpose and to each other	87%	64%
Communication		
Use appropiate writing techniques	89%	65%
Use an appropriate voice	87%	65%
Address a specific audience	86%	64%
Organization of Ideas		
Show evidence of a logical plan and focus	89%	69%
Present connected ideas	87%	N/A
Application of Language Conventions		
Apply language conventions correctly	89%	70%

Mathematics Strands and Categories	Grade 3	Grade 6
Number Sense and Numeration	92%	83%
Geometry and Spatial Sense	91%	81%
Measurement	92%	83%
Patterning and Algebra	91%	81%
Data Management and Probability	90%	80%
Problem Solving	89%	82%
Understanding of Concepts	92%	85%
Application of Mathematical Procedures	91%	85%
Communication of Required Knowledge	88%	80%

From the Teacher Questionnaires about Reading

READING ASSESSMENT STRATEGIES USED AT LEAST A FEW TIMES A WEEK OR MORE BY LARGEST PERCENTAGE OF TEACHERS (OF 18 POSSIBLE STRATEGIES)	GRADE 3	GRADE 6
Unrehearsed oral reading	55%	31%
Workbook exercises	53%	36%
Personal response journals	50%	30%

TEACHERS WHO HAVE STUDENTS USE THE FOLLOWING READING STRATEGIES	GRADE 3	GRADE 6
At least weekly		
Increase vocabulary by building on words in their reading	71%	70%
Read aloud to the class	81%	71%
Define words from their reading	72%	65%
Read aloud to the teacher	64%	46%
Talk about books they had read	64%	52%
At least a few times a month		
Phonics cues	95%	54%
Punctuation cues	94%	57%
Syntax and grammar cues	91%	51%
Context cues	92%	64%

TEACHERS WHO REPORT USING THE FOLLOWING READING STRATEGIES A FEW TIMES A WEEK OR MORE	GRADE 3	GRADE 6
Have students solve problems by combining information from their reading with their own experience	42%	37%
Teach students to recognize various levels of meaning within a text	33%	23%
Teach students to recognize elements of style in their reading	37%	24%
Have students extend their response to reading through a variety of open-ended activities	39%	36%
Have students evaluate ideas, information or actions from their reading	56%	55%

From the Teacher Questionnaires about Writing

WRITING ASSESSMENT STRATEGIES USED AT LEAST A FEW TIMES A WEEK OR MORE BY LARGEST PERCENTAGE OF TEACHERS (OF 10 POSSIBLE STRATEGIES)	GRADE 3	GRADE 6
Writing assignments	44%	31%
Comments on student writing	42%	30%
Spelling tests	44%	24%

WRITING STRATEGIES TEACHERS USE AT LEAST WEEKLY	GRADE 3	GRADE 6
Spelling	92%	85%
Punctuation	87%	75%
Grammar	81%	73%

From the Teacher Questionnaires about Mathematics

MATHEMATICS ASSESSMENT STRATEGIES USED AT LEAST A FEW TIMES A WEEK OR MORE BY LARGEST PERCENTAGE OF TEACHERS (OF 15 POSSIBLE STRATEGIES)	GRADE 3	GRADE 6
Demonstrations with materials	50%	29%
Mental mathematics	53%	43%
Observation notes and checklists	58%	44%

MATHEMATICS STRATEGIES TEACHERS USE AT LEAST A FEW TIMES A WEEK	GRADE 3	GRADE 6
Teach appropriate use of mathematical forms and symbols	89%	89%
Teach mathematical methods or procedures	88%	90%
Have students apply mathematical rules in real-life or authentic contexts	78%	70%
Have students use problem-solving strategies to find answers	73%	67%
Discuss students' problem-solving choices with the class	68%	69%

TEACHERS WHO REPORT USING STUDENT MATHEMATICS ACTIVITIES SIMILAR TO THOSE IN THE ASSESSMENT A FEW TIMES A WEEK OR MORE	GRADE 3	GRADE 6
Number Sense and Numeration	79%	74%
Geometry and Spatial Sense	20%	17%
Measurement	34%	27%
Patterning and Algebra	37%	29%
Data Management and Probability	28%	23%

TEACHERS WHO REPORT HAVING STUDENTS ENGAGE IN THE FOLLOWING MATHEMATICS ACTIVITIES A FEW TIMES A WEEK OR MORE	GRADE 3	GRADE 6
Engage in mathematics journal writing	22%	23%
Invent or create problem-solving activities	25%	20%
Conduct mathematical investigations	41%	32%
Solve open-ended problems	43%	36%

FRENCH IMMERSION

Context

French Immersion programs are offered in school boards across Ontario. No specific provincial curriculum exists for French Immersion programs. Boards develop their own programs locally using the provincial curriculum documents that guide teachers in English-language classrooms. French Immersion programs vary considerably from board to board, particularly in the amount of English-language instruction that students in these programs receive in different grades and subject areas and in the grade at which students enter.

Given this context and the need for further study to determine the best method of assessing the achievement of students in French Immersion programs, EQAO has explored a number of options. For the 1997-1998 Grade 3 assessment, EQAO allowed each school board to decide whether its French Immersion students would participate in the regular English-language 1997-1998 Grade 3 assessment or in a special pilot assessment for French Immersion students. Boards were also given the option of not having French Immersion students participate in the assessment at all.

French Immersion Policy for the 1998-1999 Assessments

Data from the pilot assessment and continuing consultations with educators and parents led EQAO to introduce a new French Immersion policy for the 1998-1999 Grade 3 and Grade 6 assessments. For the first time, all French Immersion students were required to participate.

For the Grade 3 assessment, boards were able to choose among the following three options: (a) Students participate in the English-language assessment and complete reading, writing and mathematics components in English; (b) Students participate in the English-language assessment and complete the reading and writing components in English and a French translation of the mathematics component; (c) Students complete only a French translation of the mathematics component. Students in boards that choose option (c) did not complete the reading and writing components and received results only for mathematics. In all three options, students were allowed to use a bilingual glossary of mathematical terms, produced and provided by EQAO.

Recognizing that by the time students in French Immersion reach Grade 6 they should be able to work competently in English, the Grade 6 assessment did not include assessment options. All Grade 6 French Immersion students were required to participate in the regular English-language assessment. Students were allowed to use a bilingual glossary of mathematical terms, produced and provided by EQAO.

Assessment Results: Grade 3

In this report, EQAO presents data on the achievement of French Immersion students on the Grade 3 assessment. The achievement data are organized according to the three French Immersion options described above. Option (a) includes 3,081 students who completed the entire assessment in English. Option (b) includes 3,443 students who completed the reading and writing components in English and the mathematics component in French. Option (c) includes 2,827 students who completed only a French translation of the mathematics component. The tables are labelled accordingly.

Assessment Results: Grade 6

9,433 Grade 6 students who were identified as being enrolled in a French Immersion program participated in the Grade 6 assessment. These students were all required to participate in the regular English-language Grade 6 assessment. Their results are contained in the Grade 6 tables that appear earlier in this section.

Any review of the achievement of French Immersion students on the Grade 3 assessment must take into account the variation that exists in French Immersion programs across the province. Depending on where they go to school, students enter French Immersion in different grades, they receive different amounts of instruction in English and French, and they cover different subject areas in the two languages.

EQAO will be releasing a paper on the participation of French Immersion students in province-wide assessments, including further analysis of the achievement of French Immersion students on the 1998-1999 assessments.

OVERALL ACHIEVEMENT DATA GRADE 3 FRENCH IMMERSION

SUBJECT	EXEMPT	NO DATA	NOT ENOUGH INFORMATION TO SCORE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
OPTION A – READING, WRITING AND MATHEMATICS – ENGLISH							
Reading	3	1	2	9	32	47	7
	N/A	N/A	2	9	33	48	8
Writing	3	1	2	2	36	50	8
	N/A	N/A	2	2	38	51	8
Mathematics	2	0	1	8	28	50	11
	N/A	N/A	1	8	29	51	12
OPTION B – READING AND WRITING - ENGLISH/MATHEMATICS – FRENCH							
Reading	2	0	2	11	33	45	7
	N/A	N/A	2	11	34	45	7
Writing	1	0	2	3	36	49	7
	N/A	N/A	2	3	37	50	8
Mathematics	1	0	1	10	34	47	7
	N/A	N/A	1	10	34	48	7
OPTION C – MATHEMATICS – FRENCH							
Mathematics	2	0	4	6	28	49	12
	N/A	N/A	4	6	28	50	12

REPORTING
EQAO reports assessment results in two ways:

☐ **Method 1** expresses the number of students achieving at each level as a percentage of **all** of the students in the grade, including students who were exempted and those who took part in the assessment but did not produce enough work to be scored. This is EQAO's primary method of reporting because publicly funded schools are accountable for the achievement and progress of all students.

☐ **Method 2** expresses the number of students achieving at each level as a percentage of those students who **actually** took part in the assessment and produced work that could be scored. Method 2 is an alternative way of presenting the data. It highlights the results achieved by this group of students.

Due to rounding, percentages for the achievement data may not always sum to 100.

SAIP Activities 1998-1999

School Achievement Indicators Program Reading and Writing Assessment

- Administered in 1998
- Ontario random sample of nearly 6,500 students (English and French)
- Student achievement described by five performance levels, Level 5 being the highest and Level 1 the lowest
- Developed by Northwest Territories, Saskatchewan, Ontario, Quebec, New Brunswick and Nova Scotia
- Reports released in March 1999

The SAIP Reading and Writing Assessment, coordinated by the Council of Ministers of Education, Canada (CMEC), is part of an ongoing national program to assess the achievement of 13- and 16-year-old students in mathematics, reading, writing and science. The program was designed to provide information about student achievement at the national and the provincial and territorial levels.

On the reading component, the results for Ontario (French) 16-year-olds were lower than the results for Ontario (English) students.

In writing, both 13- and 16-year-old Ontario (French) students' results were lower than those for Ontario (English) students.

What EQAO Learned about Reading and Writing Achievement

(See tables on following pages for overall reading and writing results.)

> On both the reading and writing components, Ontario (English) 13- and 16-year-old students' results were the same as the results for Canada overall. This was the same result as in 1994.

> Ontario (French) results, for both age groups, were lower than for Canada overall. This was the same trend as in 1994; however, in 1994 in reading, Ontario (French) 13-year-olds' results were the same as Canada overall.

> On the reading component, the results for Ontario (French) 13-year-olds were the same as the results for Ontario (English) students.

NOTES:

Levels 2 and 3 are highlighted because, in designing SAIP, the program developers established the principle that most 13-year-olds would meet the criteria for Level 2 and most 16-year-olds would meet the criteria for Level 3.

The groupings take sampling error and confidence intervals into account. For each population, the percentage of students achieving at Level 2 and above (13-year-olds) and Level 3 and above (16-year-olds) is shown together with the sampling error (in parentheses) for each statistic. If the sampling error is added to and subtracted from the percentage, this provides the "confidence interval."

Provinces and Territories Compared with Ontario

Reading

Proportion of 13-year-olds attaining Level 2 and above

JURISDICTIONS SCORING HIGHER THAN ONTARIO	JURISDICTIONS SCORING THE SAME AS ONTARIO	JURISDICTIONS SCORING LOWER THAN ONTARIO
Quebec (F) 83.7% (±2.5)	Alberta 78.2% (±2.6)	Northwest Territories 47.4% (±2.0)
	British Columbia 74.9% (±2.9)	Nova Scotia (E) 71.4% (±2.5)
	CANADA 78.0% (±0.7)	Nova Scotia (F) 58.4%
	Manitoba (E) 73.4% (±3.1)	
	Manitoba (F) 70.5% (±6.7)	
	New Brunswick (E) 76.1% (±3.0)	
	New Brunswick (F) 72.8% (±2.9)	
	Newfoundland 78.2% (±2.9)	
	Ontario (E) 77.8% (±2.7)	
	Ontario (F) 72.4% (±3.2)	
	Prince Edward Island 77.3% (±2.9)	
	Quebec (E) 77.6% (±2.9)	
	Saskatchewan 76.1% (±2.8)	
	Yukon 77.5% (±5.3)	

Reading

Proportion of 16-year-olds attaining Level 3 and above

JURISDICTIONS SCORING HIGHER THAN ONTARIO	JURISDICTIONS SCORING THE SAME AS ONTARIO	JURISDICTIONS SCORING LOWER THAN ONTARIO
Quebec (F) 79.4% (±2.7)	Alberta 67.4% (±3.1)	Manitoba (F) 59.9% (±7.6)
	British Columbia 67.9% (±3.3)	Northwest Territories 41.1%(±2.9)
	CANADA 71.5% (±.0.8)	Nova Scotia (F) 62.0%
	Manitoba (E) 65.5% (±3.4)	Ontario (F) 65.0% (±3.4)
	New Brunswick (E) 65.9% (±3.5)	Prince Edward Island 63.9% (±3.5)
	New Brunswick (F) 68.1% (±3.2)	Saskatchewan 64.9% (±3.2)
	Newfoundland 71.4% (±3.2)	Yukon 55.3% (±7.9)
	Nova Scotia (E) 66.4% (±3.0)	
	Ontario (E) 71.6% (±3.0)	
	Quebec (E) 71.9% (±3.2)	

Definition of "Confidence Interval"

Just as in a poll, the percentages were calculated from the results of random samples of students, and therefore are only estimates of the actual achievement students would have demonstrated had all of a jurisdiction's students at a given age/grade taken the test. Because an estimate is rarely exact, it is common practice to provide a range of percentages within which the actual achievement results might fall. This range of percentages is called a "confidence interval" and represents the high- and low-end points between which the actual achievement results should fall 95% of the time (or 19 times out of 20).

Provinces and Territories Compared with Ontario

Writing

Proportion of 13-year-olds attaining Level 2 and above

JURISDICTIONS SCORING HIGHER THAN ONTARIO	JURISDICTIONS SCORING THE SAME AS ONTARIO	JURISDICTIONS SCORING LOWER THAN ONTARIO
	Alberta 95.3% (±1.4)	Manitoba (F) 80.1% (±6.1)
	British Columbia 94.5% (±1.6)	New Brunswick (F) 87.7% (±2.1)
	CANADA 95.2% (±0.4)	Northwest Territories 67.2% (±4.0)
	Manitoba (E) 94.3% (±1.7)	Nova Scotia (F) 71.2%
	New Brunswick (E) 95.0% (±1.6)	Ontario (F) 80.8% (±2.8)
	Newfoundland 96.1% (±1.4)	
	Nova Scotia (E) 94.4% (±1.3)	
	Ontario (E) 96.6% (±1.2)	
	Prince Edward Island 94.9% (±1.6)	
	Quebec (E) 94.7% (±1.6)	
	Quebec (F) 95.3% (±1.4)	
	Saskatchewan 95.9% (±1.4)	
	Yukon 93.9% (±3.0)	

Writing

Proportion of 16-year-olds attaining Level 3 and above

JURISDICTIONS SCORING HIGHER THAN ONTARIO	JURISDICTIONS SCORING THE SAME AS ONTARIO	JURISDICTIONS SCORING LOWER THAN ONTARIO
	Alberta 83.8% (±2.5)	Manitoba (F) 56.8% (±7.7)
	British Columbia 83.6% (±2.8)	New Brunswick (F) 61.2% (±3.4)
	CANADA 85.4% (±0.7)	Northwest Territories 51.7% (±5.9)
	Manitoba (E) 86.4% (±2.6)	Nova Scotia (F) 44.8%
	New Brunswick (E) 87.5% (±2.5)	Ontario (F) 50.8% (±3.5)
	Newfoundland 88.8% (±2.3)	
	Nova Scotia (E) 88.5% (±2.1)	
	Ontario (E) 87.5% (±2.3)	
	Prince Edward Island 85.1% (±2.7)	
	Quebec (E) 87.6% (±2.5)	
	Quebec (F) 87.0% (±2.3)	
	Saskatchewan 84.2% (±2.5)	
	Yukon 83.3% (±6.4)	

What EQAO Learned about Attitudes and Behaviour

The following findings about attitudes, behaviour and the learning context relate to the results for Canada overall.

> Fewer students in both age groups in 1998 said they liked reading than in 1994 (23% compared to 27% for the 13-year-olds and 25% compared to 28% for the 16-year-olds).

> More students in both age groups said they enjoyed writing in 1998 than in 1994 (22% as compared to 20% for the 13-year-olds and 21% as compared to 16% for the 16-year-olds).

> Students who said they enjoyed reading and writing very much and who read 15 minutes or more a day consistently scored higher (Level 3 and above) than their peers who did not enjoy reading and writing as much. This was true for both age groups.

> The vast majority of 13- and 16-year-old students agreed that good work habits are needed to do well in English or French language arts.

> The vast majority of 13- and 16-year-old students agreed that a good teacher is needed to do well in English or French language arts.

> Many students, scoring at Level 3 and above, preferred to read fiction:

13-year-olds	16-year-olds
44%	45%

What EQAO Learned about the Learning Context

The higher-performing 13-year-olds in reading reported they

> always re-read parts of the material they didn't understand;

> looked over material to see if they wanted to read it; and

> used context to work out meaning.

The 16-year-olds who scored at Level 3 and above in reading reported they

> used their experience to make sense of what they read;

> re-read parts they didn't understand;

> looked over material to see if they wanted to read it; and

> used context to work out meaning.

> The most commonly used writing strategy for 13- and 16-year-old students is to share the writing with an audience or to publish it:

13-year-olds	16-year-olds
55%	66%

Responding Effectively to Assessment Data: An Analysis of School Board Action Plans for Improvement Submitted to EQAO

"Large-scale assessment rarely provides unequivocal answers, but it does create a context within which different interests – policy makers, professional educators, and parents, among others – can find a basis for informed dialogue. It can provide the foundation for debates about public policy, and identify the general direction for making changes in emphasis or focus. More than anything, policy makers must create a range of action plans for responding directly to the results of the assessments."

Ontario Royal Commission on Learning (1994)

In the *1996-1997 Provincial Report on Achievement*, EQAO recommended that schools and school boards work with parents to incorporate province-wide assessment data and information from other sources into their planning for the improvement of learning and teaching.

Schools and school boards are required to use their province-wide assessment results to develop action plans for improvement. In each school and school board, educators are expected to work with parents, school councils and community members to prepare and release an action plan, taking into account data from EQAO's assessments and from the other assessments they conduct. School and school board action plans typically specify goals, strategies, resources and responsibilities. To be effective, these plans must outline timelines as well as mechanisms for monitoring, evaluating and reporting to parents and the public on their effectiveness in meeting students' needs.

While some school boards and schools have limited experience in action planning, many have made it an ongoing priority. Some school boards have developed system-wide expertise in developing and implementing improvement plans and in monitoring these plans over time, and there is much to learn from these examples. For many schools, continuous improvement in learning and teaching is the driving force in their decision-making. Teachers and parents work together to establish goals, develop strategies and review the impact of programs on students' achievement and progress.

School boards are accountable for ensuring that schools have the day-to-day direction, resources and support they require to meet the needs of all students. School boards must ensure that there is a clear and coherent connection between the system plan and individual school plans. While each school must be responsive to the needs of its particular community, its action plan must reflect system goals and standards. When school and system plans are closely aligned, teachers can benefit from a wider pool of expertise and support. Parents can also have confidence that the educational opportunities available at their children's school are optimal and consistent with those available to children at other schools.

In the *1997-1998 Provincial Report on Achievement*, EQAO recommended that school boards and schools include the effective use of province-wide assessment information as a priority in their organizational planning and curriculum management programs. This recommendation emphasized the need to coordinate school and school board actions through a system-wide approach. It encouraged school boards and schools to develop and implement action plans based on their analyses of both provincial and local assessment data and to review and update these plans regularly.

Review of School Board Action Plans for Improvement

EQAO asked school boards to develop and submit a copy of their action plan for improvement by February 1, 1999. To assist school boards in developing their plans, EQAO published an *Educator Handbook* which described the components of an effective plan. EQAO used this information to review each plan. In addition, EQAO drew on all of the plans that school boards submitted and on research in effective improvement planning to identify concepts and practices that school boards need to consider as they evaluate and revise their plans from year to year.

Observations

All but one of the 60 English-language school boards in Ontario submitted a copy of its action plan to EQAO.

The plans submitted varied widely in their focus, content and structure. Some school boards submitted a letter attached to a school board report detailing results from the Grade 3 assessment. Other school boards submitted comprehensive action plans linked to their overall planning processes. Some school boards presented their plans using highly structured templates, others used a narrative approach, and some others compiled a list of activities they planned to undertake.

As the following analysis demonstrates, a number of the plans submitted will require significant additions and revisions in order to provide educators, parents and community members with a coherent framework for implementing constructive changes.

CRITERIA USED TO ANALYZE SCHOOL BOARD ACTION PLANS	INCORPORATED BY			
	MAJORITY OF SCHOOL BOARDS	SOME SCHOOL BOARDS	A FEW SCHOOL BOARDS	ALMOST NO SCHOOL BOARDS
1. Invite parents, school councils and community groups to help analyze the achievement and contextual data and prepare a school board-wide plan for improvement.			✔	
2. Expect schools to involve parents, school councils and communities in the development of school action plans and school profiles.		✔		
3. Choose curriculum areas for improvement. Take into consideration strategies and directions which are appropriate to the school board, and which can be implemented through a cycle of review, development and implementation.	✔			
4. Clarify the expected results for the areas chosen for improvement.			✔	
5. List procedures and strategies that are currently working well.			✔	
6. Explore strategies for improvement that might be used to achieve the expected results. Select those which would be manageable and most effective for improving student learning.			✔	
7. Review EQAO's recommendations from the *Provincial Report on Achievement.*	✔			
8. Identify resources (human, material, monetary) that would be needed to implement strategies.		✔		
9. Decide who would be responsible for obtaining the necessary resources and/or teachers, administrators, parents or the school community.		✔		

"Teachers, students and parents should come to regard assessment as essential feedback, natural and necessary to learning."

EQAO's *1996-1997 Provincial Report on Achievement*

CRITERIA USED TO ANALYZE SCHOOL BOARD ACTION PLANS	INCORPORATED BY			
	MAJORITY OF SCHOOL BOARDS	SOME SCHOOL BOARDS	A FEW SCHOOL BOARDS	ALMOST NO SCHOOL BOARDS
10. Develop a multi-year school board action plan.				✔
11. Ensure time lines are realistic.			✔	
12. Decide how to monitor the progress of the plan at frequent intervals.			✔	
13. List indicators that would be used to gauge the plan's effectiveness.			✔	
14. Release copies of the school board action plan to parents, teachers and the local community.	✔			

Setting Expectations

Michael Fullan, Dean of the Faculty of Education at the Ontario Institute for Studies in Education at the University of Toronto (OISE/UT), has observed that, "Every analysis of the problems of change efforts that we have seen in the last decade of research and practice has concluded that time is the salient issue." Setting realistic expectations is crucial to improvement planning. Research and practice have shown that improving student achievement is a slow, gradual process. **It is possible that results will fluctuate from assessment to assessment. However, significant and sustainable improvements in student achievement require focussed and persistent attention over time.**

School board action plans show that many school boards are either unrealistic about the degree of improvement that can be expected in the short term or accepting of current achievement levels.

School improvement cannot happen overnight and it will not happen unless there is leadership at the school board level which recognizes the need for improvement. Significant and sustainable increases will take time but it is important for all partners to operate from the premise that, "We can all do better."

Linking Curriculum Implementation, Assessment and Improvement

Effective action plans link curriculum and assessment and are based on the ongoing collection of good data through a range of assessment strategies. Teachers, principals and system leaders have access to data on student achievement, attitudes and practices from a wide variety of sources, including classroom assessments and observations, feedback from parents and community members, school board assessments, EQAO's province-wide assessments and various national and international assessments. Establishing a system-wide action plan necessitates analyzing data from all of these sources, studying the data to determine local priorities and using the data as a foundation for discussions and action.

School board action plans show that there is wide variation in how effectively school boards are using data from all of these sources. For example, some school boards made cursory use of the data from the 1997-1998 Grade 3

"Times of great change are always times of anxiety – but also of great opportunity and hope."

Frances Hesselbein

assessment; others made the Grade 3 data the focus of their plan and some others referred to all the assessment data they had gathered. A few plans demonstrated a limited understanding of the value of provincial assessment and a reluctance on the part of staff to use the results to guide change.

Working With Communities

Learning takes place inside and outside the school. Students benefit when there is close collaboration among the school, the home and the community. It is vital that teachers, principals and school board staff work with parents, school councils and community members to ensure that students receive consistent support inside and outside the school. **Parents, school councils and community groups need opportunities to participate in the development, implementation and monitoring of action plans.** To participate effectively, parents must be fully informed about all of the assessment data and related issues.

In their plans, some boards demonstrated a commitment to engage all of the partners, including parents and the extended community, in the development of their action plan. Others placed little emphasis on community involvement and simply reported their intention to make the final plan available to parents.

Enhancing Expertise through Professional Development

Lasting, meaningful school and school system improvement occurs when all teachers, principals and system leaders have ongoing opportunities to develop and share their skills and experiences.

The school board action plans varied widely in their approach to staff development. Some focussed on providing in-service training for Grade 3 teachers without acknowledging the need to involve all teachers. Although this will provide professional development for some teachers, it will not promote school-wide improvement or maximize opportunities for all students. Training and development must extend beyond current teachers of specific grades to encompass the entire school and school system.

Some plans concentrated on large-group, single-event meetings and workshops and relied heavily on outside experts. Plans that require more interaction among educators within the school and within each school board are more likely to bring lasting change. Exemplarly staff development programs:

> are school-based;

> are planned and led by teachers;

> offer teachers opportunities for intensive professional learning;

> are sustained over a period of time; and

> are well supported with human and material resources.

Understanding and Managing the Change Process

Improvement requires change. Not all school boards are similarly experienced in managing change. Some have used provincial assessment results to adjust plans for improvement already in place. Others have used the data to initiate an improvement planning process.

Some school board plans described initiatives for change in very broad terms while others identified smaller, more specific goals and actions. Some plans set out goals which may, in the end, prove unattainable. One system plan quoted the statement, "Change is a process, not an event." This statement is easier to

understand in theory than it is to apply. Resistance to change is natural. By providing ongoing opportunities for all staff to discuss the processes and implications of change, school boards will provide reassurance and help smooth the transition.

Setting unreasonably high expectations of what can be accomplished in the short term invites failure. On the other hand, realistic expectations for change provide a supportive yet challenging context for those who work in schools and in the school board, and they provide an essential foundation for change efforts.

Successful Practices from Ontario's School Boards

Those who seek to bring about improvement require access to ideas that work. School boards need to provide opportunities for educators to reflect upon and expand their repertoire of successful practices and to discuss them with colleagues. The following synthesizes some of the exemplary practices that were described in the plans submitted to EQAO.

The highlights of successful practices in developing improvement plans include

> basing improvement planning on knowledge of assessment and improvement planning research;

> developing action plans for the school board and for all schools;

> fostering exemplary practices in working with partners;

> integrating improvement planning into system planning;

> valuing and supporting achievement;

> focussing on whole school improvement;

> sharing successful practices; and

> using clear language.

Successful improvement plans demonstrated that it is necessary for school boards to

> detail how the system actions influence student achievement in their schools;

> organize information about system practices;

> propose standards to judge the effectiveness of those practices; and

> provide a method for determining desired results.

Improvement plans are successful when they

> set goals and standards;

> define and manage curriculum and program;

> provide for quality assurance;

> allocate monetary and human resources;

> create a positive climate; and

> include processes for working with the community.

"Talking about school reform makes no sense, for there is no such thing as school reform. Schools are made of bricks and steel and they don't reform themselves. It's the people, the teachers and administrators who live and work in schools, who change."

Judith M. Newman

Improvement plans are also successful when they

> model quality principles;
> ensure all staff are aware of institutional direction;
> include strategies through which schools and staff contribute to success;
> acknowledge that change is an integral part of the culture;
> effect bottom-up communication, not just top-down processes;
> use resources effectively;
> have effective controls;
> incorporate all data and interpretation into improvement initiatives;
> document improvements and design other initiatives; and
> monitor effectiveness.

RECOMMENDATIONS

"The enormous complications of today's world and the even greater complications of tomorrow's, signal a new mission for education: one that requires schools not merely to "deliver instruction" but to ensure that all students learn - and to do so in more powerful and effective ways. Students are entering a society and an economy that will require them to manage complexity; create ideas, services, and products; use ever-evolving technologies; and plan and evaluate their own work.

If schools are to meet this new challenge, they must find ways to dramatically enrich the intellectual opportunities they offer while meeting the diverse needs of students who bring with them varying talents, interests, learning styles, cultures, predispositions, language backgrounds, family situations, and beliefs about themselves and about what school means for them."

Linda Darling-Hammond

A central part of EQAO's mandate is to make recommendations for improvement.

As in the past, this year's *Provincial Report on Achievement* contains two kinds of recommendations. Earlier, in the section dealing with the Grade 3 and Grade 6 assessments, EQAO made several subject-specific recommendations for teachers, parents, schools and school boards. The current section contains general recommendations for all members of the educational community, including students, parents, teachers, principals, schools, communities, school boards, faculties of education, the Ontario College of Teachers and the Ministry of Education.

In developing this year's general recommendations, EQAO built on data from the 1998-1999 Grade 3 and Grade 6 assessments and on the recommendations it has made over the past three years. EQAO also considered information from a variety of other sources:

> Action plans for improvement that school boards submitted to EQAO in the winter of 1999.

> Results from national and international assessments.

> Research relevant to EQAO's mandate.

> Ongoing discussions with educational organizations and with students, educators, parents, policy makers and members of the public.

Accordingly, EQAO recommends that:

1. All **students**, guided by their teachers, principals and parents
    > examine the quality of their work in relation to the provincial expectations;
    > identify personal learning goals;
    > create a plan for achieving these goals; and
    > monitor their progress over time by reviewing and updating the plan.
2. **Parents**, with support from school boards and schools, take steps to
    > learn more about the provincial curriculum and school programs;
    > understand how achievement is assessed;
    > become informed about school and school board improvement planning processes; and
    > familiarize themselves with strategies they can use at home to reinforce their children's learning.
3. All **teachers** take advantage of opportunities to learn from colleagues, both inside and outside the school, and to participate in formal training in order to develop their skills in classroom assessment and improvement planning.
4. All **principals** ensure that they have expertise in assessment and improvement planning so that they can foster a culture of assessment and continuous improvement in their schools.
5. All **schools** review their action plan for improvement to ensure that it meets the criteria outlined in EQAO's *Educator Handbook.*
6. All **school councils** become actively involved in the preparation of the school and school board action plans for improvement and in the communication of these materials to the community.

7. **Communities,** in interpreting assessment data, take into account all of the factors that influence learning and provide strong support for school improvement efforts.
8. All **school boards** review their improvement planning process to ensure that it:
    a) Provides opportunities for parents, school councils and community members to become informed about assessment processes, to understand assessment data and to contribute to the development of an improvement plan; and
    b) Satisfies the following criteria for the development and implementation of a system action plan for improvement:
        > involves parents, school councils and the community;
        > details system actions to improve student achievement;
        > recognizes procedures and strategies that are currently working well;
        > shares successful practice;
        > is based on local assessment results;
        > reviews the recommendations contained in EQAO's *1998–1999 Provincial Report on Achievement;*
        > identifies areas for improvement;
        > clarifies expected results;
        > explores strategies for improvement to achieve expected results;
        > identifies resources required and responsibility for obtaining resources;
        > provides realistic timelines;
        > outlines indicators to be used to measure effectiveness of the action plan for improvement;
        > describes processes for monitoring progress made toward objectives;
        > provides direction and expectations for school action plans; and
        > ensures that school and system action plans for improvement are shared with parents, school councils and the community.
    c) Includes a mechanism for communicating widely within the system and with parents, school councils and community members.
9. All **faculties of education** review EQAO's findings and the recommendations it has made over the past three years, and:
    a) incorporate modules on the theory and practice of assessment as an integral part of pre-service programs;

b) require students in pre-service programs to demonstrate proficiency in using assessment results to develop programs that improve performance;

c) in pre-service programs, address gaps in knowledge and skills that have been identified in specific subject areas in EQAO's provincial assessments and in other national and international assessments;

d) enhance pre-service programs to prepare students to work in partnership with parents, school councils and community members to improve student achievement; and

e) review entrance requirements and take steps to ensure that candidates have the undergraduate background necessary to teach effectively in the core subject areas from Kindergarten to Grade 8.

10. The **Ontario College of Teachers** review EQAO's findings and the recommendations it has made over the past three years, and:

a) work to expand learning opportunities for teachers in order to develop their assessment knowledge and skills and their capacity to use results productively to improve learning and teaching in support of the standards of practice for the teaching profession;

b) establish and certify Additional Qualifications courses in assessment and improvement planning;

c) accredit participation in EQAO assessment development and marking activities as part of teachers' professional development and ongoing learning;

d) change the requirements for principal certification to include expertise in assessment and in the effective use of data for school improvement planning; and

e) require that assessment and the effective use of data for system improvement planning be part of the Supervisory Officer's Qualifications Program.

11. The **Ministry of Education** review EQAO's findings and the recommendations it has made over the past three years, and:

a) use the cumulative data from EQAO's provincial assessments of student achievement to refine curriculum and to assist in establishing provincial curriculum priorities;

b) continue to provide support for effective daily classroom assessment;

c) provide support for effective system and school improvement planning processes;

d) use the results from provincial assessments to review the implementation of the curriculum; and

e) support the full implementation of EQAO's Education Quality Indicators Program (EQUIP) to obtain a complete picture of all the factors that contribute to achievement and to create a comprehensive accountability framework for Ontario's school boards.

APPENDIX A
Successful Practices from Board Action Plans for Improvement

SUCCESSFUL PRACTICE 1

Basing Improvement Planning on Knowledge of Assessment and Improvement Planning Research

The most promising plans submitted by school boards are based on some fundamental understandings about learning, assessment and improvement. These include the following:

> **All children can learn, most at high levels.** The work of schools is to foster high levels of achievement for *all* students. The most important relationship in ensuring the attainment of this goal is that between teacher and students. Improvement in achievement only comes when it is planned for, supported and implemented in the local school. Students, parents and teachers have the major responsibility for ensuring that all students are successful. School boards have an important responsibility in supporting those working in schools. Accountability exists when we demonstrate a commitment to take responsibility for performance in the light of agreed-upon expectations.

> **Systems must foster a culture of improvement.** Schools cannot be successful on their own. Effective schools do not act in isolation. Their work is grounded in a system which establishes a culture of improvement and a plan for improving student achievement. Otherwise, as people come and go, approaches, philosophies and activities change and little or nothing is sustained. The creation of the conditions for successful improvement planning often require major system change.

> The results of research and successful practice are clear. Unless there is an active commitment to improvement, significant change in achievement levels will not occur. The **culture of improvement** must pervade at local and system levels.

> The culture of improvement is rooted in the belief that "a job well done can always be done even better." It does not rest on the need to rectify past failures. It must be based on the premise that **as long as one student is not achieving at his/her potential, the job is not done.** It values the past, celebrates success and continually strives for improvement. No one is excluded from the expectation to improve.

> **Action must accompany commitment.** Local improvement planning must be supported by actions that result in the improvement of the system. Behaviours which support improvement must be rewarded so that they are seen as valued. The major actions can be grouped as follows:

a) create bold dreams set in achievable chunks

Improving schools is the responsibility of the system. This is where cultures that foster improvement are set. The system models individual school action for improvement and provides a general framework for local action. Taking responsibility for improvement begins with the development of a vision grounded in commitment to high levels of achievement. How this is accomplished is less important than the fact that it is done. It does not matter whether the dream is the result of a strategic thinking and visioning process, a norm- and values-setting exercise, or any of the hosts of formulae developed in the last quarter century. What matters is that there is a coherent direction for the system.

Bold dreams are not achieved in giant steps. The vision must be articulated through the priorities and major initiatives that will ensure the system sustains the focus on achievement. The strategies that will be used to implement the priorities and the specific actions required combine to drive the system action plan. Expected results, timelines and articulating the roles everyone plays, are as important as describing the dream itself.

Making public the commitment to accountability for improvement and the ways in which it will be achieved launch the journey that makes the difference.

b) forge partnerships

Since all parts of the learner's world impact upon learning, it is essential that all of its components be involved in planning for improvement. This includes relationships among teachers within the school, the school and the home, teacher and principal, school and community and school and system leadership. Without everyone's involvement, learning environments will not connect.

Systems are primarily concerned with the coordinating learning environments and directing resources to improvement initiatives. Therefore, the meaningful inclusion of partners in the development of system action plans for improvement is critical. There can be no junior partners. And those partnerships must be about more than knowing. They must be about active participation which in turn generates public trust and confidence.

c) monitor and measure

Success requires standards. Whether these standards are achieved can only be determined through an aggressive program of monitoring progress. Connection to active classroom and external research is a tool for measuring the success of improvement planning.

Successful plans value many sources of data about progress towards goals. While provincial large scale assessment has only recently been introduced, it must be seen as a legitimate assessment of system performance. The provincial picture provides important information to the public. Successful action planning finds ways of weaving all available data into the monitoring process.

d) ensure transparency by telling the world

All partners must have confidence that the improvements described can be realized. Students must want to improve their level of achievement. Parents must support and be involved in improvement initiatives and directions. Educators working within and in support of the school must demonstrate their commitment publicly.

Communicating the system action plan for improvement is the vehicle for creating these conditions. For the plan to be effective, it must be widely disseminated and articulated in clear, plain language. Continued communication of the directions and strategies provides not only clarity, but also the opportunities for dialogue in a variety of settings that help promote the understanding and commitment essential for success.

For system leaders, communicating the improvement plan creates a venue that permits them to demonstrate that they hold themselves accountable for the most important work that schools undertake.

e) ensure supportive leadership

No plan for change can be realized without support from system leaders. All staff must model their commitment to system improvement and lend support to the development and implementation of action plans for improvement within all of their areas of responsibility.

Leadership in schools and school systems cannot be the responsibility of the few in designated positions. Effective schools and systems build leadership density – leadership across and throughout the system.

Parents, parent groups and school councils can and want to help shape action plans for improvement and contribute to its achievement. The system must expand opportunities for parents to learn the leadership skills necessary to support improvement.

Leadership-development policies and procedures are the ways in which the system ensures that it has a large pool of potential, qualified leaders. These programs must be structured to provide school systems with an effective venue for building commitment to system plans and the ongoing system planning process.

> **Improvement efforts must be based on good data.** Boards have gathered extensive data to identify areas for improvement and growth and have identified strategies that hold the most promise for improving learning and teaching. The integration of provincial assessment data with board-gathered data creates a strong database to support improvement.

Successful Practice 2

Developing Action Plans for Improvement at all Levels

Improving achievement requires work at three levels: individual, school and system. The provincial assessment program provides data to support all of these efforts. For comprehensive improvement planning, the information provided by EQAO must be used in different ways.

For each student who participates in the assessment an individual report is provided. Teachers must

> analyze *Individual Student Reports;*

> communicate results and expectations to parents and students; and

> use the information to work with students for improved performance.

To ensure success, schools must develop a local process to assess what needs to be done with the program and how to support those who deliver it. This requires that they

> analyze data for the school;

> report results to the community;

> identify areas of the curriculum, assessment and practices that are working well and those that require attention;

> develop an action plan for improvement;

> implement the plan; and

> monitor the implementation of the plan.

School board level data forms the basis of the system improvement plan which

> analyzes the data;

> presents the results in the context of the school board and school demographics;

> interprets the results to foster the climate of assessment and improvement; and

> sets direction for school improvement planning.

Successful action plans for improvement recognize the various levels for which plans must be developed.

Successful Practice 3

Fostering Exemplary Partnering

Shared responsibility and shared decision-making is one of the cornerstones of successful improvement planning. The plans that have the greatest chance of succeeding are those that ensure that all parts of the community have played a part in shaping the plan, and are, therefore, willing to undertake their responsibility in implementation and ownership for the results.

Plans that fostered exemplary partnering had four essential characteristics.

a) They were developed by representative committees. Many school boards included broad representation from the education sector. Including only system personnel is not enough because it does not locate improvement in the total context in which it must happen. Parents, school councils and the broader community must play a significant role;

b) They broadly shared accountability and publicly acknowledged participants to demonstrate public confidence in, and shared responsibility for, the results;

c) They incorporated an extensive consultation process in the development of the plan; and

d) They included clear expectations of the partners, their roles and a detailed specification of the processes to be undertaken.

Successful Practice 4

Valuing and Supporting Achievement

If student achievement is not the highest priority of the system, then setting the conditions for its attainment are difficult. School boards that recognize the importance of this include a public commitment to the value of improving achievement in their planning document. They demonstrate that commitment by providing a comprehensive set of supports for reaching the goal and by detailing the measures they will use to evaluate their progress.

Successful Practice 5

Integrating Action Planning into System Planning

Improving achievement in a sustained manner requires an anchor in effective system planning. Isolated and sporadic efforts simply focussed on Grade 3 or Grade 6 results will not bear fruit over the longer term.

Plans that ensure such integration use test results as a focus for review and revision of their broader system plans. In addition, they view system improvement as a multi-year, multi-phase event, not a one-time effort.

Successful Practice 6

Focussing on Whole School Improvement

Plans that have the greatest potential for success, rather than focussing solely on the grades in which provincial assessment occurs, include the entire school in their efforts.

A focus on whole school development includes extending professional development to ensure training for all teachers in the school and providing a wide variety of individual, grade and school team opportunities for growth.

Successful Practice 7

Sharing Successful Practice

Boards that have developed exemplary plans already know the value of sharing successful practices. The most well-developed plans are those that incorporate lessons learned from their colleagues and provide opportunities to share their strengths with others. Such plans acknowledge the necessity to learn from others and specify that they will use effective practices to enhance improvement.

Successful Practice 8

Using Clear Language

The presentation of the system and school plans in clear language is imperative to build commitment and capacity. Well-thought-out plans reduce complexity and speak directly and plainly. Such language must become the norm.

Conclusion

In summary, successful action plans for improvement demonstrate that it is necessary for school boards to

- detail how the system actions influence student achievement in their schools;
- organize information about system practices;
- propose standards to judge the effectiveness of those practices; and
- provide a method for determining desired results.

And, that system plans are successful when they

- set goals and standards;
- define and manage curriculum and program;
- provide for quality assurance;
- allocate monetary and human resources;
- create a positive climate; and
- work with the community.

And, provide for

- modelling quality principles;
- ways of ensuring all staff are aware of institutional direction;
- strategies through which schools/staff contribute to success;
- change as an integral part of the culture;
- bottom-up communication, not just top-down processes;
- effective use of resources;
- effective controls;
- incorporation of all data and interpretation into improvement initiatives;
- ways of documenting present improvements and designing of future initiatives; and
- monitoring of implementation.

APPENDIX B

School Board Results

In some cases, there may be minor discrepancies between the figures quoted in this document and those quoted in a school board's own report. These discrepancies are attributable to the fact that prior to the publication of school board results, new student records were added as data issues were resolved.

Due to rounding, percentages for questionnaire and achievement data may not always sum to 100.

Board name: Algoma DSB (162) **Grade 3 English**

41	Schools with Grade 3 students	0%	In English as a Second Language Program
61	Classes with Grade 3 students	4%	Exempted in all three subjects
999	Grade 3 students	51% Boys	48% Girls 1% Gender not specified
25%	Receiving special education support	7%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	7	5	5	10	41	28	4
			5	12	47	32	5
Communication	7	5	6	9	36	33	4
			7	10	41	38	4
Organization of Ideas	7	5	5	10	33	34	7
			5	11	37	39	7
Application of Language Conventions	7	5	1	8	20	44	15
			1	9	23	51	17
Writing							
Reasoning	6	5	2	5	49	30	2
			2	5	56	34	2
Communication	6	5	2	4	44	34	3
			2	5	50	39	4
Organization of Ideas	6	5	2	4	47	32	3
			2	5	53	36	3
Application of Language Conventions	6	5	2	5	39	40	3
			2	5	44	45	3
Mathematics Categories							
Problem Solving	5	1	1	24	34	27	8
			1	26	36	28	8
Understanding of Concepts	5	1	2	24	39	24	5
			3	25	41	25	6
Application of Mathematical Procedures	5	1	2	19	34	33	7
			2	20	36	35	8
Communication of Required Knowledge	5	1	5	28	34	22	6
			5	30	36	23	6
Mathematics Strands							
Number Sense and Numeration	5	0	5	13	31	40	7
			5	14	33	42	7
Geometry and Spatial Sense	5	0	2	13	42	32	6
			2	14	44	33	6
Measurement	5	0	1	17	34	36	7
			1	18	36	38	7
Patterning and Algebra	5	0	2	10	28	46	9
			2	10	30	49	9
Data Management and Probability	5	0	5	12	33	39	7
			5	12	35	41	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	7	5	3	12	33	36	4
			3	14	38	41	4
Overall Level of Achievement in Writing	6	5	2	3	45	35	4
			2	4	50	39	4
Overall Level of Achievement in Mathematics	5	0	2	9	34	43	7
			2	10	36	45	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

34	Schools with Grade 3 students	1%	In English as a Second Language Program
60	Classes with Grade 3 students	6%	Exempted in all three subjects
934	Grade 3 students	50% Boys	50% Girls 0% Gender not specified
18%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	8	1	5	11	37	34	4
			6	12	40	37	5
Communication	8	1	7	9	37	35	4
			8	10	40	38	5
Organization of Ideas	8	1	5	10	34	38	4
			6	10	38	41	5
Application of Language Conventions	8	1	2	11	23	44	13
			2	12	25	48	14
Writing							
Reasoning	6	1	2	4	48	37	3
			2	4	51	39	3
Communication	6	1	2	4	43	40	4
			2	4	46	43	4
Organization of Ideas	6	1	2	3	46	39	3
			2	3	49	42	3
Application of Language Conventions	6	1	2	3	38	47	4
			2	4	40	50	4
Mathematics Categories							
Problem Solving	6	1	1	24	41	23	4
			1	26	44	25	5
Understanding of Concepts	6	1	2	25	42	22	3
			2	27	45	24	3
Application of Mathematical Procedures	6	1	1	18	38	30	6
			1	19	41	32	6
Communication of Required Knowledge	6	1	3	28	38	21	4
			3	30	40	23	4
Mathematics Strands							
Number Sense and Numeration	6	1	2	14	37	35	4
			2	16	40	38	4
Geometry and Spatial Sense	6	1	2	15	40	32	3
			2	16	43	35	3
Measurement	6	1	2	17	34	35	5
			3	18	37	37	5
Patterning and Algebra	6	1	3	9	28	46	8
			3	10	30	49	9
Data Management and Probability	6	1	3	12	34	38	6
			3	13	37	41	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	8	1	4	13	32	38	4
			4	14	35	41	5
Overall Level of Achievement in Writing	6	1	2	3	42	43	4
			2	3	45	46	4
Overall Level of Achievement in Mathematics	6	1	1	11	35	41	5
			1	12	37	44	6

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Avon Maitland DSB (146) **Grade 3 English**

45	Schools with Grade 3 students	1%	In English as a Second Language Program
81	Classes with Grade 3 students	2%	Exempted in all three subjects
1427	Grade 3 students	46% Boys	48% Girls 6% Gender not specified
17%	Receiving special education support	3%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	4	1	4	13	44	29	4
			5	14	47	30	5
Communication	4	1	5	10	43	33	4
			6	10	45	34	5
Organization of Ideas	4	1	4	12	39	35	5
			4	13	41	37	5
Application of Language Conventions	4	1	1	14	25	42	12
			1	15	26	44	13
Writing							
Reasoning	2	1	1	4	53	35	3
			1	4	55	36	3
Communication	2	1	1	4	48	39	5
			1	4	49	41	5
Organization of Ideas	2	1	1	5	49	40	4
			1	5	50	41	4
Application of Language Conventions	2	1	1	5	43	43	4
			1	6	45	44	5
Mathematics Categories							
Problem Solving	2	0	0	26	42	26	4
			0	27	43	26	4
Understanding of Concepts	2	0	2	25	45	23	3
			2	26	46	23	3
Application of Mathematical Procedures	2	0	1	20	37	33	7
			1	21	38	33	7
Communication of Required Knowledge	2	0	2	32	37	23	3
			2	33	38	23	4
Mathematics Strands							
Number Sense and Numeration	2	0	2	14	38	39	5
			2	14	39	40	5
Geometry and Spatial Sense	2	0	1	15	45	33	3
			1	15	47	34	3
Measurement	2	0	1	17	39	34	6
			1	18	40	35	6
Patterning and Algebra	2	0	1	10	29	49	9
			1	10	30	50	9
Data Management and Probability	2	0	2	12	36	42	6
			2	12	37	43	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	0	2	16	38	35	4
			2	17	40	37	4
Overall Level of Achievement in Writing	2	1	1	4	47	41	5
			1	4	48	42	5
Overall Level of Achievement in Mathematics	2	0	1	10	37	45	5
			1	10	38	46	5

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

44	Schools with Grade 3 students	0%	In English as a Second Language Program
92	Classes with Grade 3 students	4%	Exempted in all three subjects
1684	Grade 3 students	48% Boys	46% Girls 6% Gender not specified
16%	Receiving special education support	3%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	6	4	6	12	38	28	5
			7	14	43	31	5
Communication	6	4	7	10	36	32	4
			8	11	41	36	4
Organization of Ideas	6	4	7	12	33	33	5
			7	13	37	37	5
Application of Language Conventions	6	4	2	13	22	40	13
			2	15	24	45	14
Writing							
Reasoning	6	4	2	4	48	33	4
			3	4	53	36	4
Communication	6	4	2	4	42	38	5
			3	4	47	42	5
Organization of Ideas	6	4	2	4	43	37	4
			2	5	48	41	4
Application of Language Conventions	6	4	2	4	37	42	5
			2	5	41	47	6
Mathematics Categories							
Problem Solving	4	0	1	25	38	27	5
			1	27	39	28	5
Understanding of Concepts	4	0	2	25	41	24	3
			2	26	43	25	3
Application of Mathematical Procedures	4	0	2	21	34	33	6
			2	22	36	34	6
Communication of Required Knowledge	4	0	3	31	36	21	5
			3	32	38	22	5
Mathematics Strands							
Number Sense and Numeration	4	0	2	15	34	39	6
			2	16	35	41	6
Geometry and Spatial Sense	4	0	2	17	41	33	3
			2	17	43	35	3
Measurement	4	0	2	21	33	35	5
			2	22	35	37	5
Patterning and Algebra	4	0	2	11	28	48	7
			2	11	29	51	7
Data Management and Probability	4	0	3	13	34	40	5
			4	14	35	42	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	4	4	15	33	34	4
			5	16	36	38	4
Overall Level of Achievement in Writing	6	4	2	3	41	39	5
			2	3	45	44	5
Overall Level of Achievement in Mathematics	4	0	1	11	34	44	6
			1	11	35	46	6

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

28 Schools with Grade 3 students

40 Classes with Grade 3 students

717 Grade 3 students

15% Receiving special education support

1% In English as a Second Language Program

2% Exempted in all three subjects

49% Boys 48% Girls 3% Gender not specified

6% Of the students said they speak as often in English as in another language at home

4% Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	4	1	2	11	46	33	2
			2	12	48	35	2
Communication	4	1	4	9	44	36	3
			4	9	46	37	3
Organization of Ideas	4	1	2	10	42	38	4
			2	10	44	40	5
Application of Language Conventions	4	1	1	14	24	44	13
			1	15	25	46	13
Writing							
Reasoning	3	0	1	3	48	42	2
			1	3	50	43	2
Communication	3	0	1	3	43	45	5
			1	3	44	46	5
Organization of Ideas	3	0	1	4	46	43	3
			1	4	47	45	3
Application of Language Conventions	3	0	1	3	38	50	4
			1	3	39	52	4
Mathematics Categories							
Problem Solving	3	1	0	29	40	24	4
			0	30	41	24	4
Understanding of Concepts	3	1	1	29	42	23	2
			1	30	43	23	2
Application of Mathematical Procedures	3	1	1	23	40	29	5
			1	23	41	30	5
Communication of Required Knowledge	3	1	1	35	37	19	4
			1	36	39	20	4
Mathematics Strands							
Number Sense and Numeration	3	0	2	21	39	31	4
			2	22	40	32	4
Geometry and Spatial Sense	3	0	1	19	43	31	3
			1	19	44	32	4
Measurement	3	0	1	26	37	28	4
			1	26	38	29	4
Patterning and Algebra	3	0	1	10	31	47	8
			1	11	31	49	8
Data Management and Probability	3	0	2	15	38	38	4
			2	15	40	39	4
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	0	4	13	38	38	3
			5	14	39	39	3
Overall Level of Achievement in Writing	3	0	1	3	41	48	4
			1	3	43	49	4
Overall Level of Achievement in Mathematics	3	0	4	11	39	39	5
			4	11	40	40	5

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

10	Schools with Grade 3 students	0%	In English as a Second Language Program
19	Classes with Grade 3 students	5%	Exempted in all three subjects
311	Grade 3 students	51% Boys	48% Girls 1% Gender not specified
18%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		4%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	7	0	6	16	39	26	6
			7	17	42	28	6
Communication	7	0	7	11	37	34	4
			8	12	40	36	4
Organization of Ideas	7	0	7	14	33	33	5
			8	16	36	35	5
Application of Language Conventions	7	0	2	18	21	41	11
			2	19	23	44	12
Writing							
Reasoning	6	0	1	3	51	34	5
			1	3	54	36	5
Communication	6	0	1	4	43	41	5
			1	4	46	44	6
Organization of Ideas	6	0	1	4	43	40	5
			1	4	47	43	6
Application of Language Conventions	6	0	1	5	38	43	5
			1	6	41	47	6
Mathematics Categories							
Problem Solving	6	1	3	25	36	26	4
			3	27	39	28	4
Understanding of Concepts	6	1	5	23	37	27	2
			5	24	40	29	2
Application of Mathematical Procedures	6	1	3	22	32	30	7
			3	23	34	32	8
Communication of Required Knowledge	6	1	5	27	36	21	4
			5	29	39	23	4
Mathematics Strands							
Number Sense and Numeration	6	1	3	19	31	37	4
			3	20	33	40	4
Geometry and Spatial Sense	6	1	1	17	41	30	4
			1	19	44	32	4
Measurement	6	1	3	21	34	28	7
			3	23	37	30	7
Patterning and Algebra	6	1	1	11	28	45	7
			1	12	30	48	8
Data Management and Probability	6	1	2	15	35	35	7
			2	16	37	38	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	7	0	4	17	36	31	5
			5	18	39	33	6
Overall Level of Achievement in Writing	6	0	1	3	42	42	5
			1	3	45	45	6
Overall Level of Achievement in Mathematics	6	0	1	12	33	42	6
			1	13	35	45	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

33	Schools with Grade 3 students	0%	In English as a Second Language Program
60	Classes with Grade 3 students	6%	Exempted in all three subjects
1102	Grade 3 students	54% Boys	46% Girls 1% Gender not specified
25%	Receiving special education support	11%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	10	1	5	13	40	28	3
			6	15	45	31	4
Communication	10	1	6	10	39	30	4
			6	12	44	34	4
Organization of Ideas	10	1	4	13	35	33	4
			5	14	39	37	5
Application of Language Conventions	10	1	2	10	25	40	13
			2	11	28	45	15
Writing							
Reasoning	8	0	1	5	49	34	2
			2	5	53	38	3
Communication	8	0	1	4	43	40	3
			2	5	47	43	3
Organization of Ideas	8	0	1	5	47	37	2
			1	5	51	40	2
Application of Language Conventions	8	0	1	4	38	45	3
			1	5	41	49	3
Mathematics Categories							
Problem Solving	7	1	1	32	36	20	3
			1	35	39	22	3
Understanding of Concepts	7	1	1	31	39	17	4
			1	33	42	19	4
Application of Mathematical Procedures	7	1	0	25	37	26	4
			0	27	40	28	4
Communication of Required Knowledge	7	1	3	36	34	17	3
			3	38	36	19	3
Mathematics Strands							
Number Sense and Numeration	7	1	3	21	37	28	4
			3	23	39	30	4
Geometry and Spatial Sense	7	1	2	17	43	27	4
			2	18	47	29	4
Measurement	7	1	2	22	34	29	5
			3	24	37	32	5
Patterning and Algebra	7	1	2	12	30	42	7
			2	13	32	46	7
Data Management and Probability	7	1	4	13	35	35	6
			4	14	37	38	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	10	1	3	15	36	33	3
			3	17	40	36	3
Overall Level of Achievement in Writing	8	0	1	4	43	41	3
			1	4	47	44	3
Overall Level of Achievement in Mathematics	7	0	1	14	36	37	4
			1	15	39	40	4

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

97	Schools with Grade 3 students	0%	In English as a Second Language Program
177	Classes with Grade 3 students	2%	Exempted in all three subjects
3214	Grade 3 students	50% Boys	49% Girls 1% Gender not specified
16%	Receiving special education support	5%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	3	1	3	11	43	34	5
			3	12	45	35	5
Communication	3	1	5	10	39	36	5
			5	10	41	38	5
Organization of Ideas	3	1	3	10	37	40	5
			3	11	39	42	6
Application of Language Conventions	3	1	1	10	22	47	16
			1	10	23	49	16
Writing							
Reasoning	3	1	2	4	49	39	3
			2	4	50	40	3
Communication	3	1	2	4	43	43	5
			2	4	45	44	5
Organization of Ideas	3	1	2	4	45	42	4
			2	4	47	43	4
Application of Language Conventions	3	1	2	4	37	49	5
			2	4	38	51	5
Mathematics Categories							
Problem Solving	2	1	1	23	38	29	6
			1	24	39	30	6
Understanding of Concepts	2	1	1	23	42	27	4
			1	24	44	27	4
Application of Mathematical Procedures	2	1	1	19	34	36	7
			1	20	36	37	7
Communication of Required Knowledge	2	1	2	29	37	25	5
			2	30	38	26	5
Mathematics Strands							
Number Sense and Numeration	2	1	2	14	34	40	6
			2	15	35	42	6
Geometry and Spatial Sense	2	1	1	14	40	36	5
			1	15	42	37	5
Measurement	2	1	1	18	33	37	7
			1	19	34	38	7
Patterning and Algebra	2	1	1	9	28	49	9
			1	9	29	51	10
Data Management and Probability	2	1	2	12	34	42	7
			2	12	35	44	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	1	2	13	37	40	4
			2	13	39	42	4
Overall Level of Achievement in Writing	3	1	2	3	41	46	5
			2	3	43	47	5
Overall Level of Achievement in Mathematics	2	1	1	9	32	47	8
			1	10	33	48	8

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: DSB Ontario North East (163) **Grade 3 English**

27	Schools with Grade 3 students	0%	In English as a Second Language Program
45	Classes with Grade 3 students	5%	Exempted in all three subjects
690	Grade 3 students	50% Boys	49% Girls 1% Gender not specified
22%	Receiving special education support	11%	Of the students said they speak as often in English as in another language at home
		4%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	8	1	5	15	39	29	4
			5	16	43	31	5
Communication	8	1	6	14	37	31	3
			7	15	41	34	4
Organization of Ideas	8	1	6	15	34	33	4
			7	16	37	35	5
Application of Language Conventions	8	1	1	10	23	44	14
			1	11	25	48	15
Writing							
Reasoning	6	0	2	6	50	33	3
			2	6	53	35	3
Communication	6	0	2	6	46	37	4
			2	6	49	39	5
Organization of Ideas	6	0	1	6	46	36	3
			2	7	49	39	4
Application of Language Conventions	6	0	1	6	42	40	5
			2	6	45	42	5
Mathematics Categories							
Problem Solving	5	0	1	32	36	21	5
			1	33	38	23	5
Understanding of Concepts	5	0	2	29	39	22	3
			3	31	41	23	3
Application of Mathematical Procedures	5	0	1	22	34	31	7
			1	23	36	33	7
Communication of Required Knowledge	5	0	4	37	30	20	3
			4	39	32	21	3
Mathematics Strands							
Number Sense and Numeration	5	1	3	17	32	38	5
			4	18	33	40	5
Geometry and Spatial Sense	5	1	1	19	38	32	4
			1	20	40	34	5
Measurement	5	1	2	24	28	34	7
			2	25	30	36	7
Patterning and Algebra	5	1	1	13	29	43	9
			1	13	31	45	9
Data Management and Probability	5	1	3	19	29	38	7
			3	20	30	40	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	8	0	4	17	33	34	4
			4	18	36	37	5
Overall Level of Achievement in Writing	6	0	1	5	44	39	4
			2	6	47	41	4
Overall Level of Achievement in Mathematics	5	0	1	13	33	40	7
			1	14	35	43	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

96 Schools with Grade 3 students

243 Classes with Grade 3 students

5584 Grade 3 students

16% Receiving special education support

10% In English as a Second Language Program

3% Exempted in all three subjects

52% Boys 47% Girls 1% Gender not specified

20% Of the students said they speak as often in English as in another language at home

12% Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	1	2	8	39	37	7
			3	9	42	40	8
Communication	5	1	4	7	37	40	6
			4	7	39	43	7
Organization of Ideas	5	1	2	8	33	43	7
			2	8	35	46	8
Application of Language Conventions	5	1	0	9	22	46	16
			0	10	24	49	17
Writing							
Reasoning	4	0	3	3	44	42	4
			3	3	46	44	4
Communication	4	0	3	2	39	46	6
			3	2	41	48	6
Organization of Ideas	4	0	3	3	40	45	5
			3	3	42	47	5
Application of Language Conventions	4	0	3	3	32	51	7
			3	3	34	54	7
Mathematics Categories							
Problem Solving	4	0	1	23	38	28	7
			1	24	39	30	7
Understanding of Concepts	4	0	1	21	42	26	5
			1	22	44	28	5
Application of Mathematical Procedures	4	0	1	17	36	35	8
			1	17	37	36	8
Communication of Required Knowledge	4	0	2	27	36	26	6
			2	28	37	27	6
Mathematics Strands							
Number Sense and Numeration	4	1	1	14	34	40	7
			1	14	35	42	7
Geometry and Spatial Sense	4	1	1	12	42	36	5
			1	12	43	38	6
Measurement	4	1	1	17	35	36	7
			1	18	36	38	7
Patterning and Algebra	4	1	1	8	26	50	11
			1	8	27	52	12
Data Management and Probability	4	1	1	10	30	45	10
			2	10	32	46	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	0	2	12	36	40	4
			2	13	38	43	4
Overall Level of Achievement in Writing	4	0	3	2	37	49	6
			3	2	38	51	6
Overall Level of Achievement in Mathematics	4	0	1	8	31	47	9
			1	8	32	49	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

During the assessment period, students attending a school(s) in this board were displaced due to health concerns.

39 Schools with Grade 3 students

97 Classes with Grade 3 students

2132 Grade 3 students

14% Receiving special education support

1% In English as a Second Language Program

5% Exempted in all three subjects

50% Boys 48% Girls 1% Gender not specified

10% Of the students said they speak as often in English as in another language at home

4% Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	7	1	3	9	40	34	6
			3	10	44	37	7
Communication	7	1	4	7	39	36	6
			4	8	42	40	6
Organization of Ideas	7	1	3	8	34	41	6
			3	8	37	45	7
Application of Language Conventions	7	1	1	10	24	43	13
			1	11	26	47	15
Writing							
Reasoning	6	1	3	2	42	42	5
			3	2	45	45	5
Communication	6	1	2	2	38	44	8
			3	2	40	47	8
Organization of Ideas	6	1	2	2	38	45	6
			3	2	41	48	6
Application of Language Conventions	6	1	2	2	32	50	7
			2	2	34	54	8
Mathematics Categories							
Problem Solving	5	1	1	23	38	26	6
			1	25	40	28	7
Understanding of Concepts	5	1	1	24	40	25	4
			1	25	42	27	5
Application of Mathematical Procedures	5	1	1	19	35	33	6
			1	20	38	35	7
Communication of Required Knowledge	5	1	3	26	35	25	5
			3	28	37	27	6
Mathematics Strands							
Number Sense and Numeration	5	1	2	13	34	37	8
			2	13	36	40	9
Geometry and Spatial Sense	5	1	1	11	40	36	6
			1	12	42	39	7
Measurement	5	1	1	16	35	34	8
			1	17	37	36	9
Patterning and Algebra	5	1	1	7	28	49	10
			1	7	29	52	10
Data Management and Probability	5	1	2	9	29	44	10
			2	9	31	47	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	7	1	2	11	37	38	5
			2	12	40	41	5
Overall Level of Achievement in Writing	6	1	2	1	35	49	7
			2	1	37	52	7
Overall Level of Achievement in Mathematics	5	1	1	6	33	45	9
			1	7	35	48	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

94	Schools with Grade 3 students	1%	In English as a Second Language Program
268	Classes with Grade 3 students	3%	Exempted in all three subjects
4712	Grade 3 students	50% Boys	49% Girls 1% Gender not specified
19%	Receiving special education support	5%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	6	7	3	8	37	34	5
			3	9	43	39	6
Communication	6	7	5	7	36	35	5
			5	7	42	40	6
Organization of Ideas	6	7	3	8	32	38	6
			3	9	37	44	6
Application of Language Conventions	6	7	1	8	20	44	15
			1	9	23	50	17
Writing							
Reasoning	4	7	3	3	42	37	4
			3	4	47	42	4
Communication	4	7	3	3	37	40	6
			3	3	42	45	7
Organization of Ideas	4	7	3	3	38	40	4
			3	3	43	46	5
Application of Language Conventions	4	7	3	3	31	46	6
			3	3	35	52	7
Mathematics Categories							
Problem Solving	3	0	1	21	37	29	8
			1	22	38	30	8
Understanding of Concepts	3	0	2	21	41	28	5
			2	22	42	29	5
Application of Mathematical Procedures	3	0	1	15	34	37	9
			1	15	35	39	9
Communication of Required Knowledge	3	0	3	24	36	26	7
			3	25	38	27	7
Mathematics Strands							
Number Sense and Numeration	3	1	1	11	32	44	8
			1	11	33	46	8
Geometry and Spatial Sense	3	1	1	10	37	41	6
			1	11	39	42	7
Measurement	3	1	1	15	31	40	9
			1	16	32	41	10
Patterning and Algebra	3	1	1	7	25	51	11
			1	7	27	53	12
Data Management and Probability	3	1	2	8	29	46	10
			2	8	31	49	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	7	2	10	32	40	4
			2	11	37	45	5
Overall Level of Achievement in Writing	4	7	3	2	35	43	6
			3	3	39	49	6
Overall Level of Achievement in Mathematics	3	0	2	7	29	49	10
			2	7	30	51	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

During the assessment period, students attending a school(s) in this board were displaced due to health concerns.

69	Schools with Grade 3 students	1%	In English as a Second Language Program
121	Classes with Grade 3 students	4%	Exempted in all three subjects
2102	Grade 3 students	51% Boys	48% Girls 1% Gender not specified
22%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	8	1	6	12	40	28	4
			7	14	44	31	5
Communication	8	1	7	11	37	32	5
			8	12	40	35	5
Organization of Ideas	8	1	5	12	36	34	5
			6	13	39	37	5
Application of Language Conventions	8	1	2	13	25	39	12
			2	15	27	42	13
Writing							
Reasoning	5	1	3	4	49	35	3
			3	5	52	37	3
Communication	5	1	2	4	44	40	4
			3	5	46	42	4
Organization of Ideas	5	1	2	5	46	38	3
			2	5	48	40	4
Application of Language Conventions	5	1	2	5	38	45	4
			2	5	41	47	4
Mathematics Categories							
Problem Solving	5	1	1	31	36	21	5
			1	33	38	23	5
Understanding of Concepts	5	1	1	30	39	21	3
			2	32	41	22	3
Application of Mathematical Procedures	5	1	1	25	34	28	6
			1	26	36	30	7
Communication of Required Knowledge	5	1	3	34	34	18	5
			4	36	36	19	5
Mathematics Strands							
Number Sense and Numeration	5	0	3	18	35	34	5
			4	19	37	35	5
Geometry and Spatial Sense	5	0	2	17	42	30	4
			2	18	44	31	5
Measurement	5	0	2	22	34	30	6
			3	23	36	32	6
Patterning and Algebra	5	0	2	10	30	46	7
			2	11	32	48	7
Data Management and Probability	5	0	3	14	36	36	6
			3	15	38	38	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	8	1	3	16	36	33	3
			4	17	39	36	4
Overall Level of Achievement in Writing	5	1	2	4	43	42	4
			2	4	45	44	4
Overall Level of Achievement in Mathematics	5	0	1	12	36	39	7
			1	13	38	41	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

58	Schools with Grade 3 students	1%	In English as a Second Language Program
113	Classes with Grade 3 students	4%	Exempted in all three subjects
2526	Grade 3 students	52% Boys	47% Girls 1% Gender not specified
19%	Receiving special education support	10%	Of the students said they speak as often in English as in another language at home
		9%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	6	1	5	11	39	33	5
			5	12	42	36	5
Communication	6	1	7	8	37	35	6
			7	9	40	38	6
Organization of Ideas	6	1	4	10	35	38	6
			5	11	37	40	7
Application of Language Conventions	6	1	1	11	23	44	15
			1	12	25	47	16
Writing							
Reasoning	5	1	3	5	50	35	3
			3	5	52	37	3
Communication	5	1	3	4	45	39	5
			3	4	47	41	5
Organization of Ideas	5	1	2	4	47	38	3
			3	5	49	40	4
Application of Language Conventions	5	1	2	4	41	43	4
			3	5	43	45	5
Mathematics Categories							
Problem Solving	4	0	1	24	38	27	5
			1	25	40	28	6
Understanding of Concepts	4	0	1	24	42	25	4
			1	25	44	26	4
Application of Mathematical Procedures	4	0	1	19	36	33	6
			1	20	38	34	7
Communication of Required Knowledge	4	0	3	29	36	22	5
			4	31	38	23	5
Mathematics Strands							
Number Sense and Numeration	4	0	2	13	34	38	7
			2	14	36	40	7
Geometry and Spatial Sense	4	0	1	16	41	33	4
			1	16	43	35	5
Measurement	4	0	2	19	33	35	6
			2	20	35	37	7
Patterning and Algebra	4	0	2	9	29	47	9
			2	9	31	49	9
Data Management and Probability	4	0	2	13	36	37	7
			2	14	38	39	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	0	3	14	37	36	4
			3	15	40	38	4
Overall Level of Achievement in Writing	5	1	2	4	44	41	4
			3	4	46	43	4
Overall Level of Achievement in Mathematics	4	0	1	10	35	43	6
			1	10	37	45	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

29	Schools with Grade 3 students	1%	In English as a Second Language Program
81	Classes with Grade 3 students	4%	Exempted in all three subjects
1767	Grade 3 students	50% Boys	49% Girls 0% Gender not specified
10%	Receiving special education support	10%	Of the students said they speak as often in English as in another language at home
		5%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	5	0	1	6	37	42	8
			1	6	39	45	9
Communication	5	0	2	4	34	46	9
			2	4	36	48	10
Organization of Ideas	5	0	2	5	31	48	9
			2	5	33	51	9
Application of Language Conventions	5	0	0	6	20	47	21
			0	6	21	50	23
Writing							
Reasoning	5	0	2	1	37	48	7
			2	1	39	50	8
Communication	5	0	2	1	31	51	10
			2	1	33	54	11
Organization of Ideas	5	0	2	2	34	50	8
			2	2	36	53	8
Application of Language Conventions	5	0	1	2	28	54	10
			2	2	29	56	11
Mathematics Categories							
Problem Solving	4	0	1	16	35	34	10
			1	17	37	36	10
Understanding of Concepts	4	0	1	16	40	33	6
			1	16	41	35	7
Application of Mathematical Procedures	4	0	1	11	32	40	11
			1	12	34	42	12
Communication of Required Knowledge	4	0	1	20	34	31	9
			1	21	36	32	9
Mathematics Strands							
Number Sense and Numeration	4	0	1	10	30	45	11
			1	10	31	47	11
Geometry and Spatial Sense	4	0	0	6	38	42	8
			0	7	40	44	9
Measurement	4	0	0	12	32	41	10
			0	12	34	43	10
Patterning and Algebra	4	0	0	4	24	53	13
			0	5	25	56	14
Data Management and Probability	4	0	1	6	29	47	13
			1	6	30	49	13
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	0	1	6	32	49	7
			1	6	34	52	7
Overall Level of Achievement in Writing	5	0	1	1	29	53	10
			2	1	31	56	10
Overall Level of Achievement in Mathematics	4	0	1	3	27	53	12
			1	3	28	55	12

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

60	Schools with Grade 3 students	1%	In English as a Second Language Program
166	Classes with Grade 3 students	4%	Exempted in all three subjects
3136	Grade 3 students	51% Boys	47% Girls 1% Gender not specified
16%	Receiving special education support	7%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	6	1	2	7	38	38	8
			2	8	40	41	9
Communication	6	1	3	6	35	41	8
			3	6	38	44	9
Organization of Ideas	6	1	2	7	32	44	8
			2	7	35	47	9
Application of Language Conventions	6	1	0	6	21	48	18
			0	7	22	51	19
Writing							
Reasoning	5	1	1	2	42	43	6
			1	2	45	45	7
Communication	5	1	1	2	35	47	9
			1	2	38	50	10
Organization of Ideas	5	1	1	2	38	46	7
			1	3	40	49	7
Application of Language Conventions	5	1	1	3	32	51	8
			1	3	34	54	9
Mathematics Categories							
Problem Solving	5	1	0	14	35	35	10
			0	15	38	37	10
Understanding of Concepts	5	1	1	15	39	32	7
			1	16	42	34	8
Application of Mathematical Procedures	5	1	0	12	31	40	11
			0	13	33	42	12
Communication of Required Knowledge	5	1	1	19	35	31	8
			2	20	37	33	9
Mathematics Strands							
Number Sense and Numeration	5	1	1	8	29	45	10
			1	9	31	48	10
Geometry and Spatial Sense	5	1	1	8	36	42	8
			1	8	38	44	9
Measurement	5	1	1	11	29	43	10
			1	12	31	45	11
Patterning and Algebra	5	1	1	5	22	53	14
			1	5	23	57	14
Data Management and Probability	5	1	1	6	28	47	12
			1	7	29	50	13
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	1	2	7	32	45	7
			2	8	35	48	8
Overall Level of Achievement in Writing	5	1	1	2	34	49	8
			1	2	36	52	9
Overall Level of Achievement in Mathematics	5	1	1	4	25	52	13
			1	4	27	55	13

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

51	Schools with Grade 3 students	2%	In English as a Second Language Program
91	Classes with Grade 3 students	5%	Exempted in all three subjects
1978	Grade 3 students	50% Boys	50% Girls 0% Gender not specified
19%	Receiving special education support	14%	Of the students said they speak as often in English as in another language at home
		9%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	9	1	2	7	34	39	9
			2	8	37	43	10
Communication	9	1	3	6	31	41	10
			4	6	34	45	11
Organization of Ideas	9	1	2	6	27	46	9
			2	7	30	51	10
Application of Language Conventions	9	1	0	7	16	48	19
			0	8	18	53	21
Writing							
Reasoning	6	1	1	1	40	45	6
			1	1	43	48	6
Communication	6	1	1	1	33	49	8
			1	1	36	53	9
Organization of Ideas	6	1	1	1	34	49	8
			1	1	37	52	8
Application of Language Conventions	6	1	1	1	25	56	10
			1	1	27	60	11
Mathematics Categories							
Problem Solving	5	1	1	17	36	32	9
			1	18	38	34	9
Understanding of Concepts	5	1	1	16	36	33	8
			1	17	38	35	8
Application of Mathematical Procedures	5	1	1	14	30	38	12
			1	15	32	40	13
Communication of Required Knowledge	5	1	1	21	34	29	9
			2	23	36	31	9
Mathematics Strands							
Number Sense and Numeration	5	1	1	10	30	43	11
			1	10	31	46	11
Geometry and Spatial Sense	5	1	1	8	36	40	8
			1	9	39	43	9
Measurement	5	1	1	13	32	38	10
			1	14	34	40	11
Patterning and Algebra	5	1	1	6	23	51	14
			1	6	24	54	15
Data Management and Probability	5	1	1	8	28	46	11
			1	8	30	49	12
Overall Levels of Achievement							
Overall Level of Achievement in Reading	9	1	2	8	31	43	6
			2	9	34	47	7
Overall Level of Achievement in Writing	6	1	1	1	30	52	9
			1	1	32	56	9
Overall Level of Achievement in Mathematics	5	1	1	6	27	48	12
			2	7	29	51	13

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

96	Schools with Grade 3 students	6%	In English as a Second Language Program
215	Classes with Grade 3 students	5%	Exempted in all three subjects
4054	Grade 3 students	52% Boys	48% Girls 1% Gender not specified
19%	Receiving special education support	9%	Of the students said they speak as often in English as in another language at home
		6%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	7	1	3	10	39	34	6
			3	11	42	37	6
Communication	7	1	4	8	37	37	5
			5	9	40	40	6
Organization of Ideas	7	1	3	10	36	38	6
			3	11	39	41	7
Application of Language Conventions	7	1	1	9	21	46	17
			1	9	22	49	18
Writing							
Reasoning	6	1	2	3	47	38	4
			2	3	50	41	4
Communication	6	1	2	2	41	43	5
			2	2	44	46	6
Organization of Ideas	6	1	2	3	43	42	5
			2	3	46	45	5
Application of Language Conventions	6	1	2	2	35	49	6
			2	2	37	53	6
Mathematics Categories							
Problem Solving	5	1	1	22	36	29	7
			1	23	38	30	8
Understanding of Concepts	5	1	1	20	40	29	5
			1	21	43	30	5
Application of Mathematical Procedures	5	1	1	16	32	37	8
			1	17	34	40	9
Communication of Required Knowledge	5	1	2	26	35	26	6
			2	27	37	27	6
Mathematics Strands							
Number Sense and Numeration	5	1	1	12	32	41	7
			2	13	34	43	8
Geometry and Spatial Sense	5	1	1	12	39	37	6
			1	12	42	39	6
Measurement	5	1	1	17	33	36	7
			1	18	35	38	8
Patterning and Algebra	5	1	1	7	26	49	11
			2	8	27	52	11
Data Management and Probability	5	1	2	10	31	43	8
			2	11	33	45	9
Overall Levels of Achievement							
Overall Level of Achievement in Reading	7	1	4	12	35	38	4
			5	13	37	42	4
Overall Level of Achievement in Writing	6	1	2	2	39	46	5
			2	2	42	49	6
Overall Level of Achievement in Mathematics	5	0	3	8	32	45	8
			3	8	34	48	8

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Hastings and Prince Edward DSB (125) **Grade 3 English**

40	Schools with Grade 3 students	0%	In English as a Second Language Program
72	Classes with Grade 3 students	7%	Exempted in all three subjects
1540	Grade 3 students	51% Boys	49% Girls 0% Gender not specified
22%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	9	1	3	10	38	33	5
			3	11	43	37	6
Communication	9	1	4	8	35	37	5
			4	8	40	42	6
Organization of Ideas	9	1	2	10	31	40	5
			3	11	35	45	6
Application of Language Conventions	9	1	1	11	21	42	15
			1	12	23	47	17
Writing							
Reasoning	8	1	2	5	41	39	5
			2	5	45	43	5
Communication	8	1	2	4	36	43	6
			2	5	40	47	7
Organization of Ideas	8	1	2	4	39	42	5
			2	5	42	46	5
Application of Language Conventions	8	1	2	6	34	45	6
			2	6	37	49	6
Mathematics Categories							
Problem Solving	7	1	1	20	34	29	8
			1	22	37	32	8
Understanding of Concepts	7	1	1	21	39	26	5
			1	23	42	28	6
Application of Mathematical Procedures	7	1	1	18	31	33	9
			1	20	33	36	10
Communication of Required Knowledge	7	1	2	26	33	24	7
			2	28	36	26	8
Mathematics Strands							
Number Sense and Numeration	7	1	1	12	32	38	10
			2	13	34	41	11
Geometry and Spatial Sense	7	1	1	11	34	38	7
			2	12	37	42	8
Measurement	7	1	1	16	30	37	8
			1	18	33	40	9
Patterning and Algebra	7	1	1	7	24	49	11
			1	8	26	53	12
Data Management and Probability	7	1	2	9	29	43	9
			2	10	31	47	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	9	1	2	12	33	38	5
			2	13	36	43	6
Overall Level of Achievement in Writing	8	1	2	4	35	45	6
			2	4	38	49	7
Overall Level of Achievement in Mathematics	7	1	1	9	28	44	10
			2	10	30	48	11

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

16	Schools with Grade 3 students	0%	In English as a Second Language Program
23	Classes with Grade 3 students	2%	Exempted in all three subjects
387	Grade 3 students	49% Boys	43% Girls 8% Gender not specified
20%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	4	15	3	7	29	36	5
			4	9	36	45	6
Communication	4	15	2	7	32	35	5
			3	9	39	43	6
Organization of Ideas	4	15	3	7	29	36	5
			4	9	36	44	7
Application of Language Conventions	4	15	0	6	17	43	13
			0	7	22	54	17
Writing							
Reasoning	3	15	2	2	39	36	4
			2	2	47	44	5
Communication	3	15	2	2	33	39	6
			2	2	40	47	8
Organization of Ideas	3	15	2	2	35	39	5
			2	3	42	47	6
Application of Language Conventions	3	15	2	3	27	43	7
			2	4	33	52	8
Mathematics Categories							
Problem Solving	3	1	1	18	36	34	7
			1	19	37	35	8
Understanding of Concepts	3	1	1	16	43	32	5
			1	16	45	33	5
Application of Mathematical Procedures	3	1	1	11	35	37	12
			1	12	36	38	13
Communication of Required Knowledge	3	1	3	25	35	27	7
			3	26	36	28	8
Mathematics Strands							
Number Sense and Numeration	3	1	1	11	32	44	9
			1	11	33	46	9
Geometry and Spatial Sense	3	1	1	11	40	41	4
			1	11	41	43	4
Measurement	3	1	0	16	29	42	10
			0	17	30	43	10
Patterning and Algebra	3	1	1	6	28	49	12
			1	6	29	51	13
Data Management and Probability	3	1	1	8	31	48	9
			1	9	32	49	9
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	15	3	8	28	39	3
			4	10	35	48	4
Overall Level of Achievement in Writing	3	15	2	2	31	42	6
			2	2	38	50	7
Overall Level of Achievement in Mathematics	3	1	3	7	26	52	9
			3	7	27	53	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Huron-Superior Catholic DSB (153) **Grade 3 English**

25	Schools with Grade 3 students	0%	In English as a Second Language Program
34	Classes with Grade 3 students	4%	Exempted in all three subjects
569	Grade 3 students	49% Boys	49% Girls 2% Gender not specified
24%	Receiving special education support	7%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	7	1	5	12	43	29	5
			5	13	46	31	5
Communication	7	1	6	10	41	31	4
			6	11	45	34	5
Organization of Ideas	7	1	5	12	37	34	5
			5	13	40	37	5
Application of Language Conventions	7	1	1	10	21	42	19
			1	11	23	45	20
Writing							
Reasoning	6	0	2	3	48	36	4
			3	4	52	38	4
Communication	6	0	2	3	43	39	6
			2	3	46	42	6
Organization of Ideas	6	0	2	3	45	38	4
			2	3	49	41	5
Application of Language Conventions	6	0	2	3	38	46	5
			2	3	40	49	6
Mathematics Categories							
Problem Solving	5	1	1	27	41	21	5
			1	28	43	22	5
Understanding of Concepts	5	1	1	29	37	23	5
			1	31	39	24	5
Application of Mathematical Procedures	5	1	1	22	36	30	6
			1	23	38	31	6
Communication of Required Knowledge	5	1	4	32	36	19	4
			4	34	38	20	5
Mathematics Strands							
Number Sense and Numeration	5	0	3	21	34	34	4
			3	22	36	35	4
Geometry and Spatial Sense	5	0	1	19	37	35	2
			1	20	39	37	3
Measurement	5	0	3	22	33	32	6
			3	23	35	33	6
Patterning and Algebra	5	0	1	12	30	43	8
			1	13	31	45	9
Data Management and Probability	5	0	3	12	33	41	7
			3	13	34	43	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	7	0	2	14	39	36	2
			2	16	42	38	2
Overall Level of Achievement in Writing	6	0	2	3	40	43	5
			2	3	43	46	6
Overall Level of Achievement in Mathematics	5	0	2	11	37	39	6
			2	12	39	41	6

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

74	Schools with Grade 3 students	1%	In English as a Second Language Program
158	Classes with Grade 3 students	4%	Exempted in all three subjects
2937	Grade 3 students	52% Boys	48% Girls 1% Gender not specified
15%	Receiving special education support	3%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	6	1	4	9	39	35	6
			4	10	42	38	6
Communication	6	1	5	8	36	38	6
			5	9	39	41	6
Organization of Ideas	6	1	3	9	34	41	6
			3	10	36	44	6
Application of Language Conventions	6	1	1	9	22	46	16
			1	9	24	49	17
Writing							
Reasoning	5	1	5	4	42	38	5
			6	4	44	40	5
Communication	5	1	5	3	38	40	7
			6	4	41	43	7
Organization of Ideas	5	1	5	4	40	40	5
			6	4	43	42	6
Application of Language Conventions	5	1	5	3	34	45	6
			5	4	37	48	7
Mathematics Categories							
Problem Solving	5	0	1	20	37	30	6
			1	21	39	32	7
Understanding of Concepts	5	0	1	19	39	30	5
			1	20	42	31	6
Application of Mathematical Procedures	5	0	1	15	33	38	9
			1	15	35	40	9
Communication of Required Knowledge	5	0	2	25	35	26	6
			3	27	37	28	6
Mathematics Strands							
Number Sense and Numeration	5	0	2	10	31	43	9
			2	11	33	45	9
Geometry and Spatial Sense	5	0	2	12	38	38	6
			2	12	40	40	6
Measurement	5	0	1	15	31	39	9
			1	16	33	41	9
Patterning and Algebra	5	0	1	6	25	51	11
			2	6	26	54	12
Data Management and Probability	5	0	2	10	32	43	9
			2	10	33	45	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	0	2	12	33	41	4
			3	12	36	44	5
Overall Level of Achievement in Writing	5	1	5	3	37	43	6
			6	3	39	45	7
Overall Level of Achievement in Mathematics	5	0	1	7	29	49	8
			1	8	30	52	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

22	Schools with Grade 3 students	3%	In English as a Second Language Program
34	Classes with Grade 3 students	7%	Exempted in all three subjects
500	Grade 3 students	50% Boys	50% Girls 0% Gender not specified
21%	Receiving special education support	7%	Of the students said they speak as often in English as in another language at home
		4%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	8	1	10	17	41	19	4
			11	19	45	21	4
Communication	8	1	10	14	41	21	4
			11	16	45	23	5
Organization of Ideas	8	1	9	15	40	24	3
			10	16	44	26	3
Application of Language Conventions	8	1	3	14	25	38	11
			4	15	27	42	13
Writing							
Reasoning	7	1	4	6	48	30	4
			4	7	52	32	5
Communication	7	1	4	5	45	33	5
			4	5	49	36	6
Organization of Ideas	7	1	4	5	47	30	5
			4	5	51	33	6
Application of Language Conventions	7	1	4	3	39	42	5
			4	3	42	45	5
Mathematics Categories							
Problem Solving	8	1	3	32	34	18	5
			3	35	37	20	6
Understanding of Concepts	8	1	4	26	37	22	2
			5	28	40	24	2
Application of Mathematical Procedures	8	1	4	22	34	27	5
			4	24	37	29	6
Communication of Required Knowledge	8	1	7	33	32	16	4
			7	36	35	18	4
Mathematics Strands							
Number Sense and Numeration	8	0	3	21	36	27	5
			3	23	40	29	5
Geometry and Spatial Sense	8	0	5	19	38	27	3
			5	21	42	29	3
Measurement	8	0	4	25	31	28	5
			4	27	33	30	5
Patterning and Algebra	8	0	3	11	34	37	7
			3	12	37	41	8
Data Management and Probability	8	0	5	15	38	28	5
			6	17	42	31	5
Overall Levels of Achievement							
Overall Level of Achievement in Reading	8	0	7	17	38	26	4
			8	19	41	28	4
Overall Level of Achievement in Writing	7	1	4	4	43	35	6
			4	5	47	38	6
Overall Level of Achievement in Mathematics	8	0	4	13	38	33	5
			4	14	41	36	5

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

4	Schools with Grade 3 students	0%	In English as a Second Language Program
6	Classes with Grade 3 students	9%	Exempted in all three subjects
107	Grade 3 students	44% Boys	56% Girls 0% Gender not specified
24%	Receiving special education support	10%	Of the students said they speak as often in English as in another language at home
		4%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	15	1	10	12	35	24	3
			12	14	41	29	3
Communication	15	1	10	5	46	21	3
			12	6	54	24	3
Organization of Ideas	15	1	7	11	34	29	3
			9	13	40	34	3
Application of Language Conventions	15	1	2	6	24	42	10
			2	7	29	50	12
Writing							
Reasoning	13	0	4	4	44	35	1
			4	4	51	40	1
Communication	13	0	4	2	40	40	1
			4	2	46	46	1
Organization of Ideas	13	0	4	3	40	39	1
			4	3	46	45	1
Application of Language Conventions	13	0	4	1	37	43	2
			4	1	43	49	2
Mathematics Categories							
Problem Solving	9	0	3	32	31	20	6
			3	35	34	22	6
Understanding of Concepts	9	0	7	23	33	22	6
			7	26	36	25	6
Application of Mathematical Procedures	9	0	4	21	22	36	7
			4	24	25	39	8
Communication of Required Knowledge	9	0	11	27	24	20	8
			12	30	27	22	9
Mathematics Strands							
Number Sense and Numeration	9	1	5	17	28	37	3
			5	19	31	42	3
Geometry and Spatial Sense	9	1	3	9	49	26	3
			3	10	54	29	3
Measurement	9	1	5	20	32	29	5
			5	22	35	32	5
Patterning and Algebra	9	1	3	10	32	41	4
			3	11	35	46	4
Data Management and Probability	9	1	3	7	37	36	7
			3	8	42	40	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	15	0	3	15	36	30	2
			3	18	42	35	2
Overall Level of Achievement in Writing	13	0	4	1	41	40	1
			4	1	47	46	1
Overall Level of Achievement in Mathematics	9	0	1	11	39	32	7
			1	12	43	35	8

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

28	Schools with Grade 3 students	2%	In English as a Second Language Program
58	Classes with Grade 3 students	3%	Exempted in all three subjects
975	Grade 3 students	48% Boys	49% Girls 3% Gender not specified
16%	Receiving special education support	7%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	1	4	11	41	32	6
			4	12	44	33	6
Communication	5	1	7	7	37	37	6
			7	8	39	39	7
Organization of Ideas	5	1	5	9	36	39	5
			5	9	39	42	5
Application of Language Conventions	5	1	1	10	23	45	15
			1	11	24	48	16
Writing							
Reasoning	4	1	5	4	51	33	3
			5	4	53	34	4
Communication	4	1	5	3	45	38	4
			5	3	48	40	4
Organization of Ideas	4	1	4	4	49	35	3
			5	4	51	37	3
Application of Language Conventions	4	1	4	3	41	43	4
			5	3	43	45	4
Mathematics Categories							
Problem Solving	3	1	1	21	35	31	7
			1	22	37	33	7
Understanding of Concepts	3	1	2	21	38	30	5
			2	22	39	31	6
Application of Mathematical Procedures	3	1	1	15	34	36	9
			1	16	35	38	10
Communication of Required Knowledge	3	1	2	27	35	27	6
			2	28	36	28	6
Mathematics Strands							
Number Sense and Numeration	3	0	2	11	32	43	8
			3	12	33	44	8
Geometry and Spatial Sense	3	0	2	13	38	37	6
			2	14	39	38	7
Measurement	3	0	2	17	31	37	9
			2	18	33	39	9
Patterning and Algebra	3	0	2	8	26	50	11
			2	8	27	52	11
Data Management and Probability	3	0	4	9	27	46	11
			4	9	28	48	11
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	0	4	13	38	36	4
			5	14	40	38	4
Overall Level of Achievement in Writing	4	1	4	3	46	38	4
			5	3	48	40	4
Overall Level of Achievement in Mathematics	3	0	2	9	31	47	7
			3	9	32	49	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

62	Schools with Grade 3 students	1%	In English as a Second Language Program			
113	Classes with Grade 3 students	3%	Exempted in all three subjects			
1934	Grade 3 students	51%	Boys	49%	Girls	0% Gender not specified
24%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home			
		2%	Of the students said they speak only or mostly in another language at home			

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	5	1	5	12	41	32	4
			5	12	44	34	4
Communication	5	1	6	9	39	34	5
			7	10	42	36	5
Organization of Ideas	5	1	4	10	38	37	5
			4	11	41	39	5
Application of Language Conventions	5	1	2	9	22	46	15
			2	10	23	49	16
Writing							
Reasoning	4	0	3	5	52	34	3
			3	5	54	35	3
Communication	4	0	3	4	46	39	4
			3	5	48	41	4
Organization of Ideas	4	0	3	5	47	38	4
			3	5	49	39	4
Application of Language Conventions	4	0	3	4	40	45	4
			3	4	42	47	5
Mathematics Categories							
Problem Solving	4	0	1	23	37	30	5
			1	24	39	31	5
Understanding of Concepts	4	0	2	22	43	26	3
			2	23	45	27	3
Application of Mathematical Procedures	4	0	2	17	34	37	6
			2	18	35	39	7
Communication of Required Knowledge	4	0	3	27	36	25	5
			3	28	38	26	5
Mathematics Strands							
Number Sense and Numeration	4	1	3	12	32	43	5
			3	13	33	45	6
Geometry and Spatial Sense	4	1	1	13	39	37	5
			1	14	40	39	6
Measurement	4	1	2	18	31	37	8
			2	19	33	38	8
Patterning and Algebra	4	1	1	8	26	49	10
			2	9	28	52	11
Data Management and Probability	4	1	2	11	31	44	8
			2	11	32	46	8
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	1	4	15	36	37	4
			4	15	38	39	4
Overall Level of Achievement in Writing	4	0	3	4	44	41	4
			3	4	46	43	4
Overall Level of Achievement in Mathematics	4	0	2	10	31	47	6
			2	10	32	49	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Limestone DSB (127) **Grade 3 English**

51	Schools with Grade 3 students	1%	In English as a Second Language Program
99	Classes with Grade 3 students	5%	Exempted in all three subjects
1582	Grade 3 students	51% Boys	48% Girls 0% Gender not specified
20%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	8	1	6	10	37	33	5
			7	11	40	36	6
Communication	8	1	8	8	35	35	5
			8	9	38	38	6
Organization of Ideas	8	1	5	9	32	38	6
			6	10	35	42	7
Application of Language Conventions	8	1	1	12	24	41	14
			1	13	26	45	15
Writing							
Reasoning	5	1	2	7	49	32	4
			2	7	53	34	4
Communication	5	1	2	6	45	35	5
			2	7	48	38	6
Organization of Ideas	5	1	2	6	46	35	4
			2	7	50	38	4
Application of Language Conventions	5	1	2	7	42	38	5
			2	7	45	41	6
Mathematics Categories							
Problem Solving	6	1	1	22	35	27	8
			1	24	38	29	8
Understanding of Concepts	6	1	1	21	36	28	6
			2	23	39	30	6
Application of Mathematical Procedures	6	1	1	18	31	35	9
			1	19	33	38	9
Communication of Required Knowledge	6	1	3	27	33	24	6
			4	29	36	25	7
Mathematics Strands							
Number Sense and Numeration	6	1	3	13	32	37	8
			3	14	34	40	9
Geometry and Spatial Sense	6	1	2	11	36	38	6
			2	12	39	41	7
Measurement	6	1	1	18	30	36	8
			1	19	32	38	9
Patterning and Algebra	6	1	2	9	25	46	11
			3	9	27	49	12
Data Management and Probability	6	1	3	11	30	40	9
			3	12	32	43	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	8	1	7	14	31	35	5
			7	15	34	38	5
Overall Level of Achievement in Writing	5	1	2	6	44	37	5
			2	6	47	40	6
Overall Level of Achievement in Mathematics	6	1	4	9	28	42	10
			5	10	30	45	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

43	Schools with Grade 3 students	2%	In English as a Second Language Program
90	Classes with Grade 3 students	5%	Exempted in all three subjects
1587	Grade 3 students	50% Boys	49% Girls 1% Gender not specified
18%	Receiving special education support	10%	Of the students said they speak as often in English as in another language at home
		10%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	8	2	3	8	36	35	8
			3	9	40	39	9
Communication	8	2	5	6	32	38	8
			5	7	36	42	9
Organization of Ideas	8	2	2	7	33	39	8
			2	8	37	44	9
Application of Language Conventions	8	2	1	7	19	46	17
			1	8	21	52	19
Writing							
Reasoning	7	2	1	3	40	41	6
			1	3	44	45	6
Communication	7	2	1	3	36	44	7
			1	3	39	48	8
Organization of Ideas	7	2	1	4	37	44	6
			1	4	41	48	6
Application of Language Conventions	7	2	1	3	32	48	7
			1	3	35	53	8
Mathematics Categories							
Problem Solving	6	1	0	17	34	32	10
			0	18	36	35	11
Understanding of Concepts	6	1	1	16	36	33	7
			1	17	39	36	8
Application of Mathematical Procedures	6	1	0	11	30	40	12
			0	12	32	42	13
Communication of Required Knowledge	6	1	1	20	33	29	9
			1	21	36	32	10
Mathematics Strands							
Number Sense and Numeration	6	1	1	9	27	46	10
			1	9	29	49	11
Geometry and Spatial Sense	6	1	1	9	32	42	9
			1	9	35	46	10
Measurement	6	1	1	10	27	45	11
			1	11	29	48	12
Patterning and Algebra	6	1	1	5	22	51	14
			1	6	24	54	15
Data Management and Probability	6	1	1	7	26	47	13
			1	7	28	51	14
Overall Levels of Achievement							
Overall Level of Achievement in Reading	8	2	2	11	32	38	7
			2	12	36	43	8
Overall Level of Achievement in Writing	7	2	1	3	34	47	7
			1	3	37	51	8
Overall Level of Achievement in Mathematics	6	1	1	5	25	51	11
			1	5	27	55	12

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

36	Schools with Grade 3 students	0%	In English as a Second Language Program
59	Classes with Grade 3 students	7%	Exempted in all three subjects
1012	Grade 3 students	53% Boys	46% Girls 1% Gender not specified
22%	Receiving special education support	7%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	10	1	7	12	38	29	3
			8	13	43	32	4
Communication	10	1	9	9	39	30	3
			10	10	44	33	4
Organization of Ideas	10	1	7	10	36	34	3
			8	11	40	38	3
Application of Language Conventions	10	1	1	10	24	43	11
			1	12	27	48	12
Writing							
Reasoning	7	0	4	4	47	35	3
			4	4	51	38	3
Communication	7	0	4	4	44	37	4
			4	4	47	40	4
Organization of Ideas	7	0	3	4	46	36	3
			4	4	50	39	3
Application of Language Conventions	7	0	3	5	38	43	3
			3	5	42	47	3
Mathematics Categories							
Problem Solving	8	1	1	28	34	23	5
			1	31	37	25	6
Understanding of Concepts	8	1	3	25	36	24	4
			3	28	39	26	4
Application of Mathematical Procedures	8	1	1	20	31	33	7
			2	21	34	36	7
Communication of Required Knowledge	8	1	4	32	32	20	4
			5	35	35	22	4
Mathematics Strands							
Number Sense and Numeration	8	1	3	15	33	34	6
			3	17	37	38	6
Geometry and Spatial Sense	8	1	2	15	39	32	4
			2	16	42	35	4
Measurement	8	1	4	18	33	31	7
			4	19	36	34	7
Patterning and Algebra	8	1	2	7	28	46	9
			2	8	30	50	10
Data Management and Probability	8	1	4	12	29	39	7
			5	13	32	43	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	10	1	2	15	36	35	2
			3	16	40	39	3
Overall Level of Achievement in Writing	7	0	3	4	41	41	3
			3	4	45	44	3
Overall Level of Achievement in Mathematics	8	1	0	10	35	41	6
			0	11	38	44	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

45	Schools with Grade 3 students	1%	In English as a Second Language Program
78	Classes with Grade 3 students	1%	Exempted in all three subjects
1746	Grade 3 students	50% Boys	50% Girls 0% Gender not specified
17%	Receiving special education support	9%	Of the students said they speak as often in English as in another language at home
		4%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	1	0	3	10	41	38	8
			3	11	41	38	8
Communication	1	0	4	8	38	41	7
			4	9	39	42	7
Organization of Ideas	1	0	3	11	32	45	8
			3	11	33	45	8
Application of Language Conventions	1	0	1	9	22	50	17
			1	9	22	51	17
Writing							
Reasoning	1	0	3	3	47	42	3
			3	3	48	43	3
Communication	1	0	3	3	42	45	6
			3	3	43	46	6
Organization of Ideas	1	0	3	3	44	44	4
			3	3	45	45	5
Application of Language Conventions	1	0	3	3	36	51	6
			3	3	36	52	6
Mathematics Categories							
Problem Solving	1	0	1	22	37	32	8
			1	22	37	32	8
Understanding of Concepts	1	0	2	19	40	31	7
			2	20	40	32	7
Application of Mathematical Procedures	1	0	1	15	34	38	10
			1	15	34	39	10
Communication of Required Knowledge	1	0	2	27	35	27	7
			2	27	36	28	7
Mathematics Strands							
Number Sense and Numeration	1	0	1	13	33	41	10
			1	13	34	42	10
Geometry and Spatial Sense	1	0	2	11	40	40	6
			2	11	41	40	6
Measurement	1	0	1	18	32	39	10
			1	18	32	39	10
Patterning and Algebra	1	0	1	7	26	51	14
			1	8	26	51	14
Data Management and Probability	1	0	1	10	33	44	10
			1	10	34	45	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	1	0	2	13	37	42	5
			2	13	37	42	5
Overall Level of Achievement in Writing	1	0	3	3	40	48	5
			3	3	40	49	6
Overall Level of Achievement in Mathematics	1	0	1	9	31	49	9
			1	9	31	49	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Nipissing-Parry Sound Catholic DSB (154) **Grade 3 English**

13	Schools with Grade 3 students	1%	In English as a Second Language Program
23	Classes with Grade 3 students	10%	Exempted in all three subjects
287	Grade 3 students	51% Boys	47% Girls 2% Gender not specified
32%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	14	1	7	14	35	26	2
			8	17	41	31	3
Communication	14	1	9	15	36	23	3
			10	17	42	27	4
Organization of Ideas	14	1	8	15	34	26	2
			9	18	40	30	2
Application of Language Conventions	14	1	2	17	22	37	7
			3	20	25	44	8
Writing							
Reasoning	11	1	4	5	51	27	2
			4	5	58	30	2
Communication	11	1	4	3	48	31	2
			4	4	54	35	2
Organization of Ideas	11	1	4	5	50	28	2
			4	5	57	31	2
Application of Language Conventions	11	1	4	5	44	34	2
			4	5	50	38	2
Mathematics Categories							
Problem Solving	10	1	1	29	34	22	2
			2	32	39	25	3
Understanding of Concepts	10	1	3	31	32	21	2
			3	35	36	23	2
Application of Mathematical Procedures	10	1	1	24	33	29	2
			2	27	37	32	2
Communication of Required Knowledge	10	1	4	37	33	14	1
			4	42	37	16	1
Mathematics Strands							
Number Sense and Numeration	10	1	6	18	33	30	2
			6	20	37	33	3
Geometry and Spatial Sense	10	1	1	23	37	26	2
			1	26	41	30	2
Measurement	10	1	8	23	29	25	3
			9	26	33	29	3
Patterning and Algebra	10	1	3	10	31	40	5
			3	11	35	46	6
Data Management and Probability	10	1	6	17	29	34	2
			6	19	33	39	3
Overall Levels of Achievement							
Overall Level of Achievement in Reading	14	1	5	20	33	27	1
			6	23	39	32	1
Overall Level of Achievement in Writing	11	1	4	4	47	32	2
			4	4	53	36	2
Overall Level of Achievement in Mathematics	10	1	1	14	33	37	3
			2	16	38	41	4

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

11	Schools with Grade 3 students	10%	In English as a Second Language Program
16	Classes with Grade 3 students	4%	Exempted in all three subjects
295	Grade 3 students	45% Boys	48% Girls 7% Gender not specified
20%	Receiving special education support	13%	Of the students said they speak as often in English as in another language at home
		8%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	6	1	8	23	36	23	3
			9	24	38	25	4
Communication	6	1	10	18	41	22	2
			11	19	44	24	3
Organization of Ideas	6	1	9	22	37	22	3
			10	23	39	24	4
Application of Language Conventions	6	1	2	22	26	35	8
			2	24	28	37	8
Writing							
Reasoning	5	2	4	6	53	28	2
			4	6	57	30	2
Communication	5	2	4	5	48	32	3
			4	6	52	34	3
Organization of Ideas	5	2	4	6	48	33	2
			4	6	52	36	2
Application of Language Conventions	5	2	4	6	44	36	3
			4	7	47	38	3
Mathematics Categories							
Problem Solving	4	1	2	40	32	18	3
			2	42	33	19	4
Understanding of Concepts	4	1	2	42	31	17	3
			2	44	32	18	3
Application of Mathematical Procedures	4	1	3	34	31	23	5
			3	35	32	24	5
Communication of Required Knowledge	4	1	6	46	26	15	3
			6	48	27	16	3
Mathematics Strands							
Number Sense and Numeration	4	1	5	29	37	20	4
			6	31	38	21	5
Geometry and Spatial Sense	4	1	1	33	40	18	3
			1	34	42	19	3
Measurement	4	1	4	34	31	22	5
			4	35	32	23	6
Patterning and Algebra	4	1	2	21	36	30	6
			2	22	37	32	7
Data Management and Probability	4	1	4	26	38	22	5
			5	27	40	23	5
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	1	5	28	34	26	0
			5	30	37	28	0
Overall Level of Achievement in Writing	5	2	4	4	47	34	3
			4	5	51	37	3
Overall Level of Achievement in Mathematics	4	1	2	24	35	31	4
			2	25	37	32	4

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Northwest Catholic DSB (151) **Grade 3 English**

4	Schools with Grade 3 students	7%	In English as a Second Language Program
7	Classes with Grade 3 students	2%	Exempted in all three subjects
151	Grade 3 students	57% Boys	42% Girls 1% Gender not specified
8%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	3	2	3	10	48	28	6
			3	10	50	30	6
Communication	3	2	4	11	46	28	5
			4	12	48	30	6
Organization of Ideas	3	2	3	9	40	35	7
			3	10	43	37	7
Application of Language Conventions	3	2	1	12	23	44	15
			1	13	24	47	16
Writing							
Reasoning	3	0	4	7	44	40	3
			4	7	46	41	3
Communication	3	0	4	5	44	42	3
			4	5	45	44	3
Organization of Ideas	3	0	4	5	41	45	3
			4	5	42	46	3
Application of Language Conventions	3	0	4	4	38	48	3
			4	4	39	49	3
Mathematics Categories							
Problem Solving	5	1	2	23	34	31	5
			2	24	36	33	5
Understanding of Concepts	5	1	2	21	37	30	5
			2	22	39	32	5
Application of Mathematical Procedures	5	1	2	17	33	36	6
			2	18	35	38	6
Communication of Required Knowledge	5	1	4	29	32	24	5
			4	31	34	25	6
Mathematics Strands							
Number Sense and Numeration	5	2	2	15	37	32	7
			2	16	40	35	7
Geometry and Spatial Sense	5	2	2	18	35	30	8
			2	19	38	33	9
Measurement	5	2	2	17	32	38	5
			2	18	34	40	6
Patterning and Algebra	5	2	1	8	26	48	9
			1	9	28	52	10
Data Management and Probability	5	2	2	13	30	38	9
			2	14	33	41	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	1	5	15	31	41	3
			6	16	33	43	3
Overall Level of Achievement in Writing	3	0	4	3	40	47	3
			4	3	41	48	3
Overall Level of Achievement in Mathematics	5	1	3	7	32	47	5
			4	7	34	50	6

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

60	Schools with Grade 3 students	5%	In English as a Second Language Program
130	Classes with Grade 3 students	4%	Exempted in all three subjects
2797	Grade 3 students	50% Boys	49% Girls 1% Gender not specified
17%	Receiving special education support	14%	Of the students said they speak as often in English as in another language at home
		8%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	0	3	7	38	39	8
			3	7	40	41	8
Communication	5	0	4	6	36	41	7
			5	7	38	43	7
Organization of Ideas	5	0	3	7	33	43	8
			3	7	36	46	8
Application of Language Conventions	5	0	1	7	19	50	19
			1	7	20	53	20
Writing							
Reasoning	5	0	2	3	44	42	4
			2	3	47	45	4
Communication	5	0	2	3	38	47	6
			2	3	40	50	7
Organization of Ideas	5	0	2	2	39	46	5
			2	3	42	49	5
Application of Language Conventions	5	0	1	2	31	53	7
			1	2	32	56	7
Mathematics Categories							
Problem Solving	4	0	1	20	38	31	6
			1	21	39	32	6
Understanding of Concepts	4	0	1	20	42	27	5
			1	21	44	29	5
Application of Mathematical Procedures	4	0	1	15	34	37	9
			1	16	36	39	9
Communication of Required Knowledge	4	0	2	24	35	27	6
			2	25	37	29	7
Mathematics Strands							
Number Sense and Numeration	4	0	2	13	33	40	8
			2	14	35	42	8
Geometry and Spatial Sense	4	0	1	10	39	38	7
			1	11	41	40	7
Measurement	4	0	1	14	31	39	10
			1	15	33	41	10
Patterning and Algebra	4	0	1	7	24	52	11
			1	8	25	54	11
Data Management and Probability	4	0	3	9	31	44	9
			3	9	33	46	9
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	0	2	9	34	44	6
			2	9	36	46	6
Overall Level of Achievement in Writing	5	0	1	2	36	50	6
			2	2	38	52	6
Overall Level of Achievement in Mathematics	4	0	1	7	30	49	9
			1	7	31	51	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Ottawa-Carleton DSB (129) **Grade 3 English**

107	Schools with Grade 3 students	8%	In English as a Second Language Program
283	Classes with Grade 3 students	4%	Exempted in all three subjects
5185	Grade 3 students	51% Boys	48% Girls 1% Gender not specified
18%	Receiving special education support	15%	Of the students said they speak as often in English as in another language at home
		11%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	5	1	4	9	39	35	7
			4	10	41	38	7
Communication	5	1	5	8	38	37	6
			6	8	40	39	7
Organization of Ideas	5	1	4	9	35	40	7
			4	9	37	42	7
Application of Language Conventions	5	1	1	7	20	49	17
			1	8	21	52	18
Writing							
Reasoning	5	1	2	3	45	40	5
			2	3	47	42	6
Communication	5	1	2	2	38	45	7
			2	2	41	47	8
Organization of Ideas	5	1	2	2	41	43	6
			2	3	43	46	6
Application of Language Conventions	5	1	2	2	34	49	8
			2	2	36	52	8
Mathematics Categories							
Problem Solving	5	1	1	23	36	28	6
			1	24	38	30	7
Understanding of Concepts	5	1	1	22	39	27	5
			2	23	42	28	5
Application of Mathematical Procedures	5	1	1	16	33	37	8
			1	17	35	39	8
Communication of Required Knowledge	5	1	3	26	35	25	6
			3	28	37	26	7
Mathematics Strands							
Number Sense and Numeration	5	1	3	14	33	40	6
			3	14	35	42	6
Geometry and Spatial Sense	5	1	1	14	38	36	5
			1	15	40	38	6
Measurement	5	1	2	16	33	37	6
			2	17	35	39	7
Patterning and Algebra	5	1	1	8	29	49	8
			1	8	30	52	9
Data Management and Probability	5	1	3	12	32	41	7
			3	12	34	44	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	1	2	10	35	41	6
			2	11	37	44	6
Overall Level of Achievement in Writing	5	1	2	2	37	47	7
			2	2	39	49	8
Overall Level of Achievement in Mathematics	5	1	1	8	32	45	9
			1	9	33	47	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

118	Schools with Grade 3 students	17%	In English as a Second Language Program
375	Classes with Grade 3 students	2%	Exempted in all three subjects
7798	Grade 3 students	52% Boys	47% Girls 1% Gender not specified
14%	Receiving special education support	17%	Of the students said they speak as often in English as in another language at home
		12%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	3	0	2	7	38	41	10
			2	7	39	43	10
Communication	3	0	3	5	34	44	10
			3	5	35	45	11
Organization of Ideas	3	0	2	6	31	46	11
			2	6	32	48	11
Application of Language Conventions	3	0	1	7	20	48	21
			1	7	20	50	22
Writing							
Reasoning	2	0	1	3	43	44	6
			1	3	44	46	6
Communication	2	0	1	2	37	48	9
			1	2	38	49	9
Organization of Ideas	2	0	1	3	39	47	7
			1	3	40	49	7
Application of Language Conventions	2	0	1	2	32	53	9
			1	3	33	55	9
Mathematics Categories							
Problem Solving	2	0	0	16	35	34	12
			0	17	36	35	13
Understanding of Concepts	2	0	1	15	39	33	10
			1	16	40	34	10
Application of Mathematical Procedures	2	0	0	13	31	40	14
			0	13	32	41	14
Communication of Required Knowledge	2	0	1	19	33	32	12
			1	19	34	33	12
Mathematics Strands							
Number Sense and Numeration	2	0	1	8	27	47	15
			1	8	28	48	15
Geometry and Spatial Sense	2	0	0	7	34	44	12
			0	7	35	45	12
Measurement	2	0	1	11	29	42	15
			1	11	30	44	15
Patterning and Algebra	2	0	1	5	21	53	17
			1	6	22	55	18
Data Management and Probability	2	0	1	6	26	48	16
			1	6	27	49	17
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	0	1	9	33	45	7
			1	10	34	47	8
Overall Level of Achievement in Writing	2	0	1	2	36	51	8
			1	2	37	52	8
Overall Level of Achievement in Mathematics	2	0	1	5	25	50	16
			1	5	26	52	16

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Peterborough Victoria Northumberland and Clarington CDSB (118) Grade 3 English

30	Schools with Grade 3 students	0%	In English as a Second Language Program
55	Classes with Grade 3 students	4%	Exempted in all three subjects
1090	Grade 3 students	52% Boys	46% Girls 2% Gender not specified
20%	Receiving special education support	7%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	8	1	2	10	41	33	6
			2	11	44	36	6
Communication	8	1	3	9	36	39	4
			4	10	39	43	4
Organization of Ideas	8	1	2	10	38	37	5
			2	10	42	40	5
Application of Language Conventions	8	1	1	9	25	44	12
			1	10	27	49	14
Writing							
Reasoning	4	0	3	4	51	35	2
			3	4	54	36	3
Communication	4	0	3	4	43	41	4
			3	4	45	43	4
Organization of Ideas	4	0	3	4	47	38	3
			3	5	49	40	3
Application of Language Conventions	4	0	3	5	40	44	4
			3	5	42	46	4
Mathematics Categories							
Problem Solving	4	1	0	25	40	25	5
			0	26	42	26	5
Understanding of Concepts	4	1	1	21	44	25	4
			1	22	46	26	4
Application of Mathematical Procedures	4	1	0	17	35	35	8
			0	18	37	37	8
Communication of Required Knowledge	4	1	1	30	36	22	5
			1	32	38	23	5
Mathematics Strands							
Number Sense and Numeration	4	1	1	16	37	35	6
			1	17	39	37	7
Geometry and Spatial Sense	4	1	1	13	42	34	4
			1	14	44	36	5
Measurement	4	1	1	19	36	33	5
			1	21	38	35	6
Patterning and Algebra	4	1	0	9	26	51	9
			0	9	27	54	9
Data Management and Probability	4	1	1	11	33	42	7
			1	12	35	45	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	8	0	2	11	38	38	3
			2	12	41	42	3
Overall Level of Achievement in Writing	4	0	3	3	43	42	4
			3	4	45	44	4
Overall Level of Achievement in Mathematics	4	0	1	9	33	46	7
			1	9	35	48	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

37	Schools with Grade 3 students	1%	In English as a Second Language Program
61	Classes with Grade 3 students	3%	Exempted in all three subjects
1051	Grade 3 students	52% Boys	48% Girls 0% Gender not specified
14%	Receiving special education support	11%	Of the students said they speak as often in English as in another language at home
		4%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	3	0	7	14	44	28	4
			7	15	46	29	4
Communication	3	0	9	11	40	32	4
			9	12	42	33	4
Organization of Ideas	3	0	6	14	40	33	4
			6	14	41	34	5
Application of Language Conventions	3	0	2	13	24	45	12
			2	13	25	46	13
Writing							
Reasoning	3	1	3	6	52	33	2
			4	6	54	34	2
Communication	3	1	3	6	48	36	4
			3	6	49	37	4
Organization of Ideas	3	1	3	6	50	34	3
			3	7	52	35	3
Application of Language Conventions	3	1	3	5	45	40	3
			3	6	47	41	3
Mathematics Categories							
Problem Solving	3	0	0	32	37	23	5
			0	33	38	23	5
Understanding of Concepts	3	0	1	30	39	22	4
			1	31	40	23	4
Application of Mathematical Procedures	3	0	1	24	34	32	5
			1	25	35	33	5
Communication of Required Knowledge	3	0	3	37	33	20	4
			3	38	34	20	4
Mathematics Strands							
Number Sense and Numeration	3	1	4	17	36	33	5
			5	18	38	34	6
Geometry and Spatial Sense	3	1	2	21	40	30	4
			2	21	42	31	4
Measurement	3	1	2	26	34	30	5
			2	27	35	31	5
Patterning and Algebra	3	1	2	12	33	43	6
			2	13	34	44	7
Data Management and Probability	3	1	4	17	34	37	5
			4	18	35	38	5
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	0	6	19	37	32	3
			6	19	38	33	3
Overall Level of Achievement in Writing	3	1	3	5	47	38	3
			3	6	49	39	3
Overall Level of Achievement in Mathematics	3	0	2	15	37	37	6
			2	15	38	39	6

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

12	Schools with Grade 3 students	0%	In English as a Second Language Program
17	Classes with Grade 3 students	5%	Exempted in all three subjects
241	Grade 3 students	56% Boys	41% Girls 3% Gender not specified
19%	Receiving special education support	5%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	10	0	5	8	41	32	4
			6	9	45	35	5
Communication	10	0	3	9	44	32	3
			4	10	48	35	4
Organization of Ideas	10	0	4	10	37	36	4
			4	11	41	40	5
Application of Language Conventions	10	0	1	6	22	46	15
			1	7	24	51	17
Writing							
Reasoning	6	0	2	4	42	43	3
			3	4	44	46	3
Communication	6	0	2	2	38	46	5
			3	3	40	49	6
Organization of Ideas	6	0	2	5	39	44	4
			2	5	41	47	4
Application of Language Conventions	6	0	2	3	34	47	7
			2	4	36	50	8
Mathematics Categories							
Problem Solving	5	0	0	27	39	25	3
			0	28	42	26	4
Understanding of Concepts	5	0	1	24	46	20	3
			1	26	49	21	4
Application of Mathematical Procedures	5	0	0	20	39	31	5
			0	21	41	32	5
Communication of Required Knowledge	5	0	2	30	40	20	3
			2	32	43	21	3
Mathematics Strands							
Number Sense and Numeration	5	0	1	15	44	33	1
			1	16	47	35	1
Geometry and Spatial Sense	5	0	1	16	43	34	1
			1	17	46	36	1
Measurement	5	0	2	22	35	35	1
			2	23	37	37	1
Patterning and Algebra	5	0	1	9	33	47	5
			1	10	35	50	5
Data Management and Probability	5	0	0	11	44	37	3
			0	11	46	39	3
Overall Levels of Achievement							
Overall Level of Achievement in Reading	10	0	1	8	42	36	4
			1	9	46	40	4
Overall Level of Achievement in Writing	6	0	2	3	37	46	6
			2	3	39	49	7
Overall Level of Achievement in Mathematics	5	0	0	11	35	44	4
			0	11	37	47	4

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

19	Schools with Grade 3 students	0%	In English as a Second Language Program
29	Classes with Grade 3 students	3%	Exempted in all three subjects
436	Grade 3 students	51% Boys	48% Girls 0% Gender not specified
17%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	6	0	4	8	39	36	6
			4	9	42	38	7
Communication	6	0	5	6	38	38	7
			6	6	40	40	8
Organization of Ideas	6	0	3	6	37	42	6
			3	7	39	44	7
Application of Language Conventions	6	0	1	4	18	53	18
			1	5	19	56	19
Writing							
Reasoning	4	0	0	3	52	38	3
			0	3	54	40	3
Communication	4	0	0	4	41	47	4
			0	4	43	49	4
Organization of Ideas	4	0	0	3	44	45	3
			0	4	45	47	3
Application of Language Conventions	4	0	0	2	37	52	4
			0	2	39	55	4
Mathematics Categories							
Problem Solving	3	0	0	21	36	29	10
			0	22	37	30	10
Understanding of Concepts	3	0	3	22	35	29	8
			3	23	36	30	8
Application of Mathematical Procedures	3	0	0	18	30	37	12
			0	19	31	38	12
Communication of Required Knowledge	3	0	4	24	33	26	8
			5	25	35	27	8
Mathematics Strands							
Number Sense and Numeration	3	0	4	11	32	40	9
			5	12	33	41	9
Geometry and Spatial Sense	3	0	1	11	39	36	8
			1	12	41	38	9
Measurement	3	0	3	15	32	37	9
			3	16	34	39	9
Patterning and Algebra	3	0	1	7	26	52	11
			1	7	27	54	11
Data Management and Probability	3	0	3	8	30	43	13
			3	8	31	45	13
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	0	1	8	36	40	9
			1	9	38	43	9
Overall Level of Achievement in Writing	4	0	0	3	41	48	3
			0	3	43	50	4
Overall Level of Achievement in Mathematics	3	0	0	7	30	46	13
			0	7	31	48	13

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

26	Schools with Grade 3 students	0%	In English as a Second Language Program
49	Classes with Grade 3 students	5%	Exempted in all three subjects
847	Grade 3 students	51% Boys	48% Girls 0% Gender not specified
20%	Receiving special education support	5%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	7	0	2	10	38	38	4
			2	11	41	42	4
Communication	7	0	3	8	39	37	5
			3	9	42	40	6
Organization of Ideas	7	0	2	7	37	40	6
			2	8	40	43	6
Application of Language Conventions	7	0	1	8	21	47	16
			1	9	23	51	17
Writing							
Reasoning	5	0	1	2	47	39	4
			1	2	50	41	5
Communication	5	0	1	2	39	47	5
			1	2	42	49	5
Organization of Ideas	5	0	1	2	43	44	5
			1	2	46	46	5
Application of Language Conventions	5	0	1	2	35	50	6
			1	2	37	53	7
Mathematics Categories							
Problem Solving	6	0	0	18	36	31	8
			1	20	38	33	9
Understanding of Concepts	6	0	1	17	40	30	5
			1	18	43	32	6
Application of Mathematical Procedures	6	0	0	11	33	41	9
			0	12	35	44	9
Communication of Required Knowledge	6	0	2	22	34	29	6
			2	23	37	31	6
Mathematics Strands							
Number Sense and Numeration	6	0	2	10	32	41	9
			2	11	35	43	9
Geometry and Spatial Sense	6	0	1	7	36	41	9
			1	7	38	44	9
Measurement	6	0	1	12	29	40	11
			1	13	31	43	12
Patterning and Algebra	6	0	1	6	26	51	10
			1	7	28	55	10
Data Management and Probability	6	0	2	7	27	47	11
			2	7	29	50	12
Overall Levels of Achievement							
Overall Level of Achievement in Reading	7	0	1	11	36	39	5
			1	12	39	42	6
Overall Level of Achievement in Writing	5	0	1	2	38	48	6
			1	2	41	50	6
Overall Level of Achievement in Mathematics	6	0	1	5	29	48	11
			1	6	31	51	12

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

80	Schools with Grade 3 students	1%	In English as a Second Language Program
215	Classes with Grade 3 students	4%	Exempted in all three subjects
3937	Grade 3 students	52% Boys	47% Girls 1% Gender not specified
20%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	7	1	5	12	40	29	4
			5	14	44	32	5
Communication	7	1	7	10	38	32	4
			7	11	42	35	5
Organization of Ideas	7	1	5	12	36	34	4
			5	13	40	37	4
Application of Language Conventions	7	1	2	13	24	40	12
			2	15	27	44	13
Writing							
Reasoning	4	1	3	6	49	34	3
			3	6	52	36	3
Communication	4	1	3	5	45	38	4
			3	6	47	40	4
Organization of Ideas	4	1	3	5	47	37	3
			3	5	49	39	3
Application of Language Conventions	4	1	3	5	41	42	4
			3	6	43	44	4
Mathematics Categories							
Problem Solving	4	1	1	27	36	26	5
			1	28	38	27	5
Understanding of Concepts	4	1	1	24	42	24	4
			2	25	45	25	4
Application of Mathematical Procedures	4	1	1	19	35	33	7
			1	20	37	35	7
Communication of Required Knowledge	4	1	3	30	35	22	5
			3	32	36	23	5
Mathematics Strands							
Number Sense and Numeration	4	1	2	15	36	37	5
			2	16	38	39	6
Geometry and Spatial Sense	4	1	1	14	41	34	5
			1	15	44	35	5
Measurement	4	1	2	17	34	35	7
			2	18	36	37	7
Patterning and Algebra	4	1	1	9	28	47	9
			1	10	30	50	9
Data Management and Probability	4	1	2	11	32	42	8
			2	12	34	44	8
Overall Levels of Achievement							
Overall Level of Achievement in Reading	7	1	4	15	35	35	3
			5	17	37	38	3
Overall Level of Achievement in Writing	4	1	3	5	44	40	4
			3	5	46	42	4
Overall Level of Achievement in Mathematics	4	1	2	10	33	42	7
			3	10	35	44	8

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

35	Schools with Grade 3 students	0%	In English as a Second Language Program
87	Classes with Grade 3 students	5%	Exempted in all three subjects
1602	Grade 3 students	49% Boys	49% Girls 2% Gender not specified
16%	Receiving special education support	9%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	6	1	2	9	41	35	5
			2	10	44	38	6
Communication	6	1	4	7	38	39	5
			4	8	41	42	5
Organization of Ideas	6	1	2	9	35	43	5
			2	9	38	46	5
Application of Language Conventions	6	1	0	9	21	46	17
			1	9	23	49	18
Writing							
Reasoning	6	1	1	4	44	41	4
			1	4	47	43	4
Communication	6	1	1	3	39	45	6
			1	4	41	48	6
Organization of Ideas	6	1	1	4	39	46	4
			1	4	42	49	4
Application of Language Conventions	6	1	1	4	34	50	5
			1	4	37	53	6
Mathematics Categories							
Problem Solving	5	1	1	16	37	33	7
			1	17	39	35	8
Understanding of Concepts	5	1	1	15	41	32	5
			1	16	43	35	6
Application of Mathematical Procedures	5	1	1	12	33	38	10
			1	13	35	41	10
Communication of Required Knowledge	5	1	1	22	36	29	6
			1	23	38	31	7
Mathematics Strands							
Number Sense and Numeration	5	0	1	8	31	46	8
			1	9	33	48	9
Geometry and Spatial Sense	5	0	1	8	39	40	6
			1	9	42	42	6
Measurement	5	0	1	12	31	43	8
			1	12	33	46	8
Patterning and Algebra	5	0	1	5	24	53	11
			1	6	25	56	12
Data Management and Probability	5	0	1	7	31	46	10
			1	7	33	49	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	1	2	13	33	40	5
			2	13	36	43	5
Overall Level of Achievement in Writing	6	1	1	3	37	48	5
			1	3	39	52	5
Overall Level of Achievement in Mathematics	5	0	1	6	29	48	10
			1	7	31	51	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

36	Schools with Grade 3 students	1%	In English as a Second Language Program
61	Classes with Grade 3 students	2%	Exempted in all three subjects
967	Grade 3 students	47% Boys	52% Girls 0% Gender not specified
22%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	6	0	2	7	40	40	5
			2	8	42	42	6
Communication	6	0	3	5	37	42	6
			3	6	40	45	7
Organization of Ideas	6	0	3	8	32	44	8
			3	8	34	46	8
Application of Language Conventions	6	0	0	7	18	50	19
			0	7	19	54	20
Writing							
Reasoning	4	0	1	4	47	40	4
			1	4	49	41	4
Communication	4	0	1	3	42	44	6
			1	3	44	46	6
Organization of Ideas	4	0	1	3	44	44	4
			1	3	46	45	4
Application of Language Conventions	4	0	1	4	37	48	6
			1	4	39	50	6
Mathematics Categories							
Problem Solving	2	0	1	12	38	37	10
			1	13	39	38	11
Understanding of Concepts	2	0	0	13	42	34	8
			0	13	43	35	8
Application of Mathematical Procedures	2	0	0	9	30	46	12
			0	9	31	47	13
Communication of Required Knowledge	2	0	1	18	37	33	9
			1	18	38	34	9
Mathematics Strands							
Number Sense and Numeration	2	0	1	7	32	50	8
			1	7	32	51	9
Geometry and Spatial Sense	2	0	1	6	33	47	9
			1	7	34	49	10
Measurement	2	0	0	9	31	46	11
			0	10	32	47	11
Patterning and Algebra	2	0	0	4	22	58	13
			0	4	23	60	13
Data Management and Probability	2	0	1	6	25	53	13
			1	6	26	54	13
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	0	1	8	36	44	4
			1	9	38	47	5
Overall Level of Achievement in Writing	4	0	1	3	40	47	5
			1	3	42	49	5
Overall Level of Achievement in Mathematics	2	0	1	3	24	57	12
			1	3	25	59	12

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Sudbury Catholic DSB (152) **Grade 3 English**

25	Schools with Grade 3 students	1%	In English as a Second Language Program
33	Classes with Grade 3 students	2%	Exempted in all three subjects
599	Grade 3 students	47% Boys	53% Girls 0% Gender not specified
19%	Receiving special education support	16%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	3	5	6	11	41	30	6
			7	11	44	32	6
Communication	3	5	6	9	39	32	6
			7	10	42	34	6
Organization of Ideas	3	5	7	10	34	35	6
			7	11	37	38	7
Application of Language Conventions	3	5	1	11	26	39	14
			1	12	29	42	15
Writing							
Reasoning	2	1	2	4	53	35	3
			2	4	55	36	3
Communication	2	1	2	4	48	40	4
			2	4	49	41	4
Organization of Ideas	2	1	2	4	49	38	3
			2	4	51	39	3
Application of Language Conventions	2	1	2	4	43	44	4
			2	4	44	45	4
Mathematics Categories							
Problem Solving	3	9	1	34	33	18	3
			1	39	37	20	3
Understanding of Concepts	3	9	1	35	31	19	3
			1	40	35	21	3
Application of Mathematical Procedures	3	9	1	26	34	24	4
			1	29	38	27	5
Communication of Required Knowledge	3	9	4	39	27	16	2
			5	44	30	19	2
Mathematics Strands							
Number Sense and Numeration	3	9	4	19	33	29	4
			4	21	37	33	4
Geometry and Spatial Sense	3	9	1	19	40	25	2
			2	22	46	29	2
Measurement	3	9	4	24	28	28	5
			5	28	31	31	5
Patterning and Algebra	3	9	2	12	30	38	6
			3	14	34	43	6
Data Management and Probability	3	9	4	17	35	29	4
			4	19	40	33	4
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	5	3	17	37	30	5
			3	19	40	32	6
Overall Level of Achievement in Writing	2	1	2	3	45	42	4
			2	3	47	43	4
Overall Level of Achievement in Mathematics	3	9	2	19	35	30	4
			2	21	39	34	4

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

9	Schools with Grade 3 students	6%	In English as a Second Language Program
11	Classes with Grade 3 students	1%	Exempted in all three subjects
103	Grade 3 students	53% Boys	47% Girls 0% Gender not specified
26%	Receiving special education support	10%	Of the students said they speak as often in English as in another language at home
		5%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	2	1	15	12	36	35	0
			15	12	37	36	0
Communication	2	1	9	17	28	42	1
			9	18	29	43	1
Organization of Ideas	2	1	13	17	31	37	0
			13	17	32	38	0
Application of Language Conventions	2	1	2	21	18	44	12
			2	22	19	45	12
Writing							
Reasoning	2	0	0	7	52	34	5
			0	7	53	35	5
Communication	2	0	0	6	46	41	6
			0	6	47	42	6
Organization of Ideas	2	0	0	7	48	40	4
			0	7	49	41	4
Application of Language Conventions	2	0	0	9	42	43	5
			0	9	43	44	5
Mathematics Categories							
Problem Solving	1	0	1	40	27	27	4
			1	40	27	27	4
Understanding of Concepts	1	0	0	38	29	29	3
			0	38	29	29	3
Application of Mathematical Procedures	1	0	0	30	33	31	5
			0	30	33	31	5
Communication of Required Knowledge	1	0	1	50	25	22	1
			1	50	25	23	1
Mathematics Strands							
Number Sense and Numeration	1	0	3	20	40	31	5
			3	21	40	31	5
Geometry and Spatial Sense	1	0	3	18	47	26	5
			3	19	47	26	5
Measurement	1	0	2	31	33	29	4
			2	31	33	29	4
Patterning and Algebra	1	0	2	15	34	40	9
			2	15	34	40	9
Data Management and Probability	1	0	4	17	37	37	4
			4	18	37	37	4
Overall Levels of Achievement							
Overall Level of Achievement in Reading	2	0	6	21	35	32	4
			6	22	36	33	4
Overall Level of Achievement in Writing	2	0	0	6	45	44	4
			0	6	46	45	4
Overall Level of Achievement in Mathematics	1	0	2	16	40	37	5
			2	16	40	37	5

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

10	Schools with Grade 3 students	13%	In English as a Second Language Program
12	Classes with Grade 3 students	7%	Exempted in all three subjects
183	Grade 3 students	54% Boys	46% Girls 0% Gender not specified
15%	Receiving special education support	8%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	9	3	7	17	40	23	1
			7	20	46	26	1
Communication	9	3	6	16	40	23	2
			7	18	46	27	2
Organization of Ideas	9	3	3	17	42	24	2
			4	19	48	27	2
Application of Language Conventions	9	3	1	11	25	44	7
			1	12	29	50	8
Writing							
Reasoning	8	2	4	3	55	27	1
			4	4	61	30	1
Communication	8	2	4	3	48	34	1
			4	4	53	38	1
Organization of Ideas	8	2	4	5	50	30	1
			4	5	56	33	1
Application of Language Conventions	8	2	4	5	40	39	2
			4	6	44	43	2
Mathematics Categories							
Problem Solving	9	2	2	34	34	17	1
			2	38	39	20	1
Understanding of Concepts	9	2	3	32	39	14	0
			4	36	44	16	0
Application of Mathematical Procedures	9	2	4	25	32	25	3
			5	28	36	28	4
Communication of Required Knowledge	9	2	5	40	32	10	1
			6	45	36	12	1
Mathematics Strands							
Number Sense and Numeration	9	2	3	16	40	28	2
			4	18	45	31	2
Geometry and Spatial Sense	9	2	4	21	44	19	1
			4	24	50	21	1
Measurement	9	2	1	22	34	30	2
			1	25	39	33	2
Patterning and Algebra	9	2	4	9	34	39	3
			4	10	38	44	3
Data Management and Probability	9	2	4	18	33	32	2
			5	20	37	36	2
Overall Levels of Achievement							
Overall Level of Achievement in Reading	9	3	4	22	33	28	1
			4	25	38	32	1
Overall Level of Achievement in Writing	8	2	4	2	48	34	2
			4	2	53	38	2
Overall Level of Achievement in Mathematics	9	2	4	12	39	32	2
			4	13	44	36	2

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

147	Schools with Grade 3 students	4%	In English as a Second Language Program
313	Classes with Grade 3 students	3%	Exempted in all three subjects
6079	Grade 3 students	51% Boys	48% Girls 1% Gender not specified
19%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home
		4%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	5	3	10	40	32	5
			3	11	44	36	5
Communication	5	5	3	8	39	35	5
			4	9	43	39	5
Organization of Ideas	5	5	2	10	35	37	5
			3	11	39	42	5
Application of Language Conventions	5	5	1	9	20	45	15
			1	10	22	50	17
Writing							
Reasoning	4	5	2	4	46	36	4
			2	4	51	39	4
Communication	4	5	1	3	41	39	5
			2	3	46	43	6
Organization of Ideas	4	5	1	4	44	38	4
			2	4	48	42	4
Application of Language Conventions	4	5	1	4	36	44	5
			2	4	40	49	6
Mathematics Categories							
Problem Solving	4	0	0	19	38	31	7
			0	20	39	33	8
Understanding of Concepts	4	0	1	17	41	31	6
			1	18	43	33	6
Application of Mathematical Procedures	4	0	1	13	32	40	10
			1	14	33	42	10
Communication of Required Knowledge	4	0	1	24	36	28	7
			1	25	38	29	7
Mathematics Strands							
Number Sense and Numeration	4	1	1	10	31	45	9
			1	11	33	47	9
Geometry and Spatial Sense	4	1	1	9	39	41	6
			1	10	41	42	7
Measurement	4	1	1	13	32	41	9
			1	14	34	42	9
Patterning and Algebra	4	1	1	6	26	51	12
			1	7	27	53	13
Data Management and Probability	4	1	1	8	30	46	11
			1	9	32	48	11
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	5	2	11	34	39	5
			2	12	38	43	5
Overall Level of Achievement in Writing	4	5	1	3	40	42	5
			2	3	44	46	5
Overall Level of Achievement in Mathematics	4	0	1	6	28	50	11
			1	6	30	52	11

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

16	Schools with Grade 3 students	2%	In English as a Second Language Program
34	Classes with Grade 3 students	3%	Exempted in all three subjects
617	Grade 3 students	50% Boys	49% Girls 1% Gender not specified
16%	Receiving special education support	7%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	3	1	4	10	47	30	5
			4	10	49	31	6
Communication	3	1	5	8	42	35	5
			5	8	44	37	5
Organization of Ideas	3	1	4	11	38	37	5
			4	12	40	39	5
Application of Language Conventions	3	1	2	9	21	47	17
			2	9	22	49	18
Writing							
Reasoning	3	1	3	4	50	36	3
			3	4	52	38	3
Communication	3	1	3	3	41	44	5
			3	3	43	46	5
Organization of Ideas	3	1	3	3	42	43	4
			3	3	44	45	4
Application of Language Conventions	3	1	3	3	33	53	5
			3	3	34	55	5
Mathematics Categories							
Problem Solving	3	1	1	27	37	26	5
			1	28	39	27	5
Understanding of Concepts	3	1	1	26	41	24	4
			1	27	43	25	4
Application of Mathematical Procedures	3	1	1	22	31	34	8
			1	23	32	35	8
Communication of Required Knowledge	3	1	2	30	33	27	4
			2	31	35	28	4
Mathematics Strands							
Number Sense and Numeration	3	1	3	17	32	39	6
			3	17	34	41	6
Geometry and Spatial Sense	3	1	2	11	39	38	5
			2	11	41	40	5
Measurement	3	1	1	19	29	40	7
			1	20	30	42	8
Patterning and Algebra	3	1	1	8	29	49	7
			2	9	31	52	7
Data Management and Probability	3	1	3	10	34	42	6
			3	10	36	44	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	1	5	13	36	38	4
			5	14	38	39	4
Overall Level of Achievement in Writing	3	1	3	3	38	47	5
			3	3	39	49	5
Overall Level of Achievement in Mathematics	3	1	3	9	34	44	7
			3	9	35	46	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

185	Schools with Grade 3 students	3%	In English as a Second Language Program		
363	Classes with Grade 3 students	7%	Exempted in all three subjects		
7088	Grade 3 students	50%	Boys	50% Girls	1% Gender not specified
13%	Receiving special education support	27%	Of the students said they speak as often in English as in another language at home		
		14%	Of the students said they speak only or mostly in another language at home		

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	9	3	3	8	35	35	8
			3	9	39	39	9
Communication	9	3	5	7	33	36	7
			5	8	38	41	8
Organization of Ideas	9	3	3	8	31	40	8
			3	9	35	45	9
Application of Language Conventions	9	3	1	9	20	41	17
			1	11	23	47	19
Writing							
Reasoning	8	2	2	2	40	41	5
			2	3	45	45	5
Communication	8	2	2	2	35	44	7
			2	2	39	49	8
Organization of Ideas	8	2	2	2	37	44	6
			2	2	41	49	6
Application of Language Conventions	8	2	2	2	28	50	8
			2	2	32	56	9
Mathematics Categories							
Problem Solving	7	1	1	20	33	28	10
			1	22	36	31	10
Understanding of Concepts	7	1	2	20	37	27	6
			2	22	40	29	7
Application of Mathematical Procedures	7	1	1	16	31	34	10
			1	17	34	37	11
Communication of Required Knowledge	7	1	2	24	33	24	8
			3	26	36	27	9
Mathematics Strands							
Number Sense and Numeration	7	1	2	12	30	38	9
			2	13	33	41	10
Geometry and Spatial Sense	7	1	1	12	36	36	7
			1	13	39	39	8
Measurement	7	1	1	17	29	35	9
			1	19	32	38	10
Patterning and Algebra	7	1	1	7	26	46	12
			1	8	28	50	13
Data Management and Probability	7	1	2	11	30	39	10
			2	12	33	42	11
Overall Levels of Achievement							
Overall Level of Achievement in Reading	9	3	2	12	34	36	4
			3	14	38	41	5
Overall Level of Achievement in Writing	8	2	2	2	33	47	7
			2	2	36	53	7
Overall Level of Achievement in Mathematics	7	1	1	9	29	42	10
			2	9	32	46	11

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Toronto DSB (142) **Grade 3 English**

395	Schools with Grade 3 students	11%	In English as a Second Language Program
1075	Classes with Grade 3 students	6%	Exempted in all three subjects
18811	Grade 3 students	50% Boys	49% Girls 1% Gender not specified
17%	Receiving special education support	21%	Of the students said they speak as often in English as in another language at home
		17%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	8	8	3	8	34	33	7
			3	9	41	39	8
Communication	8	8	4	7	33	34	7
			5	8	39	40	8
Organization of Ideas	8	8	2	8	30	37	7
			3	9	36	44	8
Application of Language Conventions	8	8	1	8	20	40	15
			1	10	24	47	18
Writing							
Reasoning	7	7	2	3	39	36	5
			3	3	46	42	6
Communication	7	7	2	3	34	39	7
			2	3	40	46	8
Organization of Ideas	7	7	2	3	35	40	6
			2	3	41	47	7
Application of Language Conventions	7	7	2	3	29	45	8
			2	3	34	52	9
Mathematics Categories							
Problem Solving	6	1	1	18	32	31	11
			1	20	34	34	11
Understanding of Concepts	6	1	1	17	36	31	8
			1	18	39	33	8
Application of Mathematical Procedures	6	1	1	14	28	38	12
			1	15	30	41	13
Communication of Required Knowledge	6	1	2	22	31	28	10
			2	23	33	31	10
Mathematics Strands							
Number Sense and Numeration	6	1	1	10	27	43	12
			1	11	29	46	13
Geometry and Spatial Sense	6	1	1	10	32	40	10
			1	10	35	43	11
Measurement	6	1	1	13	26	39	13
			1	14	28	43	14
Patterning and Algebra	6	1	1	6	22	48	15
			1	7	24	52	16
Data Management and Probability	6	1	2	9	26	43	13
			2	9	28	46	14
Overall Levels of Achievement							
Overall Level of Achievement in Reading	8	7	2	11	31	35	5
			3	13	37	42	6
Overall Level of Achievement in Writing	7	7	2	2	33	42	7
			2	3	38	49	8
Overall Level of Achievement in Mathematics	6	1	1	7	25	45	14
			1	8	27	49	15

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

37	Schools with Grade 3 students	1%	In English as a Second Language Program
88	Classes with Grade 3 students	5%	Exempted in all three subjects
1592	Grade 3 students	50% Boys	47% Girls 2% Gender not specified
23%	Receiving special education support	2%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	6	5	5	11	38	30	5
			6	13	43	33	5
Communication	6	5	5	9	36	33	5
			6	11	41	37	5
Organization of Ideas	6	5	5	11	34	34	5
			5	12	38	39	6
Application of Language Conventions	6	5	1	11	21	41	15
			1	12	24	46	17
Writing							
Reasoning	5	5	3	4	45	35	3
			3	4	51	39	3
Communication	5	5	3	3	41	39	4
			3	3	45	44	5
Organization of Ideas	5	5	3	4	43	37	3
			3	4	48	42	4
Application of Language Conventions	5	5	3	4	37	42	4
			3	4	42	47	4
Mathematics Categories							
Problem Solving	5	1	1	24	35	29	6
			1	25	37	30	7
Understanding of Concepts	5	1	1	21	41	27	5
			1	22	43	28	5
Application of Mathematical Procedures	5	1	0	16	32	37	8
			0	17	35	39	9
Communication of Required Knowledge	5	1	2	27	36	22	7
			3	29	38	23	7
Mathematics Strands							
Number Sense and Numeration	5	1	1	12	33	40	8
			1	13	36	42	8
Geometry and Spatial Sense	5	1	1	14	37	37	5
			1	15	40	40	5
Measurement	5	1	1	16	33	37	6
			1	17	36	39	7
Patterning and Algebra	5	1	1	8	27	49	9
			1	9	29	52	9
Data Management and Probability	5	1	1	11	30	43	8
			2	12	32	46	8
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	5	4	14	32	35	4
			4	16	36	40	4
Overall Level of Achievement in Writing	5	5	3	3	40	41	4
			3	3	44	46	4
Overall Level of Achievement in Mathematics	5	1	2	8	30	45	8
			2	9	32	48	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

83	Schools with Grade 3 students	1%	In English as a Second Language Program
129	Classes with Grade 3 students	5%	Exempted in all three subjects
2498	Grade 3 students	52% Boys	48% Girls 1% Gender not specified
21%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	8	1	6	11	39	31	4
			6	12	43	34	5
Communication	8	1	7	9	38	33	4
			8	10	42	36	5
Organization of Ideas	8	1	5	11	35	36	5
			6	12	38	39	6
Application of Language Conventions	8	1	1	11	22	44	13
			1	12	24	48	15
Writing							
Reasoning	6	1	2	4	48	36	3
			2	4	51	39	3
Communication	6	1	2	4	43	39	5
			2	4	46	42	5
Organization of Ideas	6	1	2	4	44	39	4
			2	5	47	42	4
Application of Language Conventions	6	1	2	4	38	44	5
			2	5	41	47	5
Mathematics Categories							
Problem Solving	6	1	1	28	35	24	5
			1	30	38	26	6
Understanding of Concepts	6	1	2	26	40	23	4
			2	27	43	24	4
Application of Mathematical Procedures	6	1	1	22	33	32	6
			1	23	36	34	6
Communication of Required Knowledge	6	1	3	32	32	22	5
			3	34	34	23	5
Mathematics Strands							
Number Sense and Numeration	6	1	3	16	33	36	6
			3	17	35	38	6
Geometry and Spatial Sense	6	1	1	16	41	31	4
			1	17	44	33	5
Measurement	6	1	3	21	33	31	7
			3	22	35	33	8
Patterning and Algebra	6	1	2	11	28	44	9
			2	12	30	47	9
Data Management and Probability	6	1	4	13	32	38	8
			4	14	34	41	8
Overall Levels of Achievement							
Overall Level of Achievement in Reading	8	1	4	14	34	35	4
			4	15	38	38	5
Overall Level of Achievement in Writing	6	1	2	3	42	42	5
			2	3	45	45	5
Overall Level of Achievement in Mathematics	6	1	2	12	33	41	7
			2	12	35	44	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

56	Schools with Grade 3 students	4%	In English as a Second Language Program
140	Classes with Grade 3 students	3%	Exempted in all three subjects
2444	Grade 3 students	49% Boys	50% Girls 1% Gender not specified
18%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home
		4%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	5	2	2	8	39	38	7
			2	8	41	41	7
Communication	5	2	3	6	36	42	7
			3	7	38	45	7
Organization of Ideas	5	2	2	7	32	45	7
			2	8	35	48	7
Application of Language Conventions	5	2	0	6	18	50	19
			0	6	19	54	20
Writing							
Reasoning	4	1	2	3	45	42	5
			2	3	47	43	5
Communication	4	1	2	2	39	46	7
			2	2	41	48	7
Organization of Ideas	4	1	2	3	41	45	6
			2	3	43	47	6
Application of Language Conventions	4	1	2	2	34	50	7
			2	3	36	53	7
Mathematics Categories							
Problem Solving	4	1	0	16	36	34	9
			0	17	38	36	9
Understanding of Concepts	4	1	1	16	40	33	6
			1	16	42	34	6
Application of Mathematical Procedures	4	1	1	12	31	42	10
			1	13	33	44	10
Communication of Required Knowledge	4	1	2	20	35	30	8
			2	21	37	32	9
Mathematics Strands							
Number Sense and Numeration	4	1	1	8	28	48	10
			1	9	30	51	11
Geometry and Spatial Sense	4	1	1	9	35	43	8
			1	9	37	45	8
Measurement	4	1	1	11	33	40	10
			1	12	35	42	10
Patterning and Algebra	4	1	1	6	23	53	13
			1	6	24	55	14
Data Management and Probability	4	1	1	6	29	46	13
			1	7	30	48	13
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	1	2	8	32	45	7
			2	9	34	48	7
Overall Level of Achievement in Writing	4	1	2	2	37	48	6
			2	2	39	50	7
Overall Level of Achievement in Mathematics	4	1	1	4	27	51	12
			1	4	28	54	13

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Waterloo Catholic DSB (110) **Grade 3 English**

46	Schools with Grade 3 students	4%	In English as a Second Language Program
93	Classes with Grade 3 students	6%	Exempted in all three subjects
1830	Grade 3 students	53% Boys	46% Girls 1% Gender not specified
17%	Receiving special education support	12%	Of the students said they speak as often in English as in another language at home
		7%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	11	1	2	9	40	32	6
			2	10	45	36	6
Communication	11	1	3	8	36	36	6
			3	9	41	40	7
Organization of Ideas	11	1	2	8	32	39	7
			3	9	37	44	8
Application of Language Conventions	11	1	0	9	21	42	16
			1	10	24	48	18
Writing							
Reasoning	7	1	2	3	45	37	4
			2	3	49	41	5
Communication	7	1	2	3	39	42	6
			2	3	43	46	6
Organization of Ideas	7	1	2	3	40	42	5
			2	4	44	46	5
Application of Language Conventions	7	1	2	3	36	44	6
			2	3	40	48	7
Mathematics Categories							
Problem Solving	8	1	0	19	37	29	6
			0	21	41	31	7
Understanding of Concepts	8	1	1	18	41	27	5
			1	19	44	30	6
Application of Mathematical Procedures	8	1	1	14	33	34	9
			1	16	36	38	10
Communication of Required Knowledge	8	1	1	24	34	26	6
			1	26	37	29	7
Mathematics Strands							
Number Sense and Numeration	8	1	0	10	33	40	7
			0	11	36	44	8
Geometry and Spatial Sense	8	1	1	8	37	40	6
			1	9	40	43	7
Measurement	8	1	1	13	33	38	8
			1	14	36	41	8
Patterning and Algebra	8	1	1	7	24	50	10
			1	7	27	54	11
Data Management and Probability	8	1	1	8	27	46	10
			1	8	30	50	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	11	1	1	11	33	37	5
			1	13	38	42	6
Overall Level of Achievement in Writing	7	1	2	3	38	44	5
			2	3	41	48	6
Overall Level of Achievement in Mathematics	8	1	1	6	29	47	8
			1	7	32	52	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

83	Schools with Grade 3 students	9%	In English as a Second Language Program
216	Classes with Grade 3 students	4%	Exempted in all three subjects
4035	Grade 3 students	50% Boys	49% Girls 1% Gender not specified
17%	Receiving special education support	9%	Of the students said they speak as often in English as in another language at home
		8%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	7	1	4	9	39	34	6
			4	10	42	37	7
Communication	7	1	5	7	37	38	6
			5	8	40	41	6
Organization of Ideas	7	1	3	9	33	40	7
			3	9	36	43	8
Application of Language Conventions	7	1	1	8	20	47	16
			1	9	22	51	18
Writing							
Reasoning	6	1	2	3	45	40	5
			2	3	48	42	5
Communication	6	1	2	3	40	43	7
			2	3	43	45	7
Organization of Ideas	6	1	1	3	42	42	5
			2	3	45	45	6
Application of Language Conventions	6	1	1	3	36	47	6
			2	3	38	50	7
Mathematics Categories							
Problem Solving	5	1	1	21	36	29	8
			1	22	39	30	8
Understanding of Concepts	5	1	1	19	40	29	5
			1	20	42	31	5
Application of Mathematical Procedures	5	1	1	16	33	35	9
			1	17	35	37	9
Communication of Required Knowledge	5	1	2	24	36	26	7
			2	26	38	28	7
Mathematics Strands							
Number Sense and Numeration	5	1	1	13	33	40	7
			1	13	35	43	8
Geometry and Spatial Sense	5	1	1	11	39	37	6
			1	12	42	39	6
Measurement	5	1	1	16	32	38	8
			1	17	33	40	9
Patterning and Algebra	5	1	1	8	26	49	11
			1	9	28	52	12
Data Management and Probability	5	1	2	10	30	44	10
			2	10	31	46	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	7	1	2	11	35	40	5
			2	12	37	43	5
Overall Level of Achievement in Writing	6	1	1	2	39	45	6
			2	2	41	48	7
Overall Level of Achievement in Mathematics	5	1	1	8	30	47	9
			1	9	31	50	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

16	Schools with Grade 3 students	1%	In English as a Second Language Program
26	Classes with Grade 3 students	6%	Exempted in all three subjects
548	Grade 3 students	51% Boys	49% Girls 0% Gender not specified
17%	Receiving special education support	11%	Of the students said they speak as often in English as in another language at home
		7%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	9	1	2	7	35	39	7
			2	7	39	43	8
Communication	9	1	3	5	29	45	7
			4	6	33	50	8
Organization of Ideas	9	1	3	6	29	45	7
			3	7	32	51	8
Application of Language Conventions	9	1	1	6	15	46	21
			1	7	17	51	24
Writing							
Reasoning	7	1	2	2	41	45	3
			2	2	44	48	3
Communication	7	1	2	2	36	48	4
			2	2	39	52	5
Organization of Ideas	7	1	2	2	37	49	3
			2	2	40	52	3
Application of Language Conventions	7	1	2	2	31	54	5
			2	2	33	58	5
Mathematics Categories							
Problem Solving	6	1	1	16	39	28	9
			1	17	42	31	10
Understanding of Concepts	6	1	1	13	41	31	7
			1	14	44	33	8
Application of Mathematical Procedures	6	1	1	12	30	39	11
			2	13	33	42	12
Communication of Required Knowledge	6	1	2	19	36	29	7
			2	21	38	31	8
Mathematics Strands							
Number Sense and Numeration	6	1	1	12	30	39	11
			1	13	33	42	12
Geometry and Spatial Sense	6	1	2	9	32	43	7
			2	9	35	46	8
Measurement	6	1	1	14	31	38	9
			1	15	34	40	10
Patterning and Algebra	6	1	1	4	24	52	12
			1	4	26	56	13
Data Management and Probability	6	1	1	6	27	46	12
			1	7	29	49	13
Overall Levels of Achievement							
Overall Level of Achievement in Reading	9	1	2	8	30	43	7
			2	9	33	48	8
Overall Level of Achievement in Writing	7	1	2	1	33	53	3
			2	2	35	57	4
Overall Level of Achievement in Mathematics	6	1	1	6	26	47	13
			2	6	28	50	14

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

50	Schools with Grade 3 students	1%	In English as a Second Language Program
94	Classes with Grade 3 students	5%	Exempted in all three subjects
1951	Grade 3 students	50% Boys	46% Girls 4% Gender not specified
16%	Receiving special education support	11%	Of the students said they speak as often in English as in another language at home
		6%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	8	4	3	9	41	30	4
			4	11	46	34	5
Communication	8	4	5	8	38	33	4
			6	9	43	37	5
Organization of Ideas	8	4	4	9	35	36	5
			4	10	40	41	5
Application of Language Conventions	8	4	1	9	22	43	14
			1	10	24	48	16
Writing							
Reasoning	5	3	2	3	48	35	3
			2	4	53	38	3
Communication	5	3	2	3	44	38	4
			2	3	49	42	4
Organization of Ideas	5	3	2	3	45	37	3
			2	4	50	41	4
Application of Language Conventions	5	3	2	4	36	46	4
			2	4	39	50	5
Mathematics Categories							
Problem Solving	5	0	0	25	38	26	4
			0	27	41	27	5
Understanding of Concepts	5	0	1	25	41	24	3
			1	26	44	25	3
Application of Mathematical Procedures	5	0	1	20	36	32	6
			1	21	38	34	7
Communication of Required Knowledge	5	0	3	30	36	22	4
			3	31	38	23	4
Mathematics Strands							
Number Sense and Numeration	5	0	1	14	36	38	6
			2	15	38	40	6
Geometry and Spatial Sense	5	0	1	14	44	32	4
			1	15	47	34	4
Measurement	5	0	1	21	33	33	7
			1	22	35	35	7
Patterning and Algebra	5	0	1	8	29	48	9
			1	9	30	51	9
Data Management and Probability	5	0	2	11	34	40	8
			2	12	36	42	8
Overall Levels of Achievement							
Overall Level of Achievement in Reading	8	4	2	13	36	34	3
			3	15	41	38	4
Overall Level of Achievement in Writing	5	3	2	3	42	41	4
			2	3	46	45	4
Overall Level of Achievement in Mathematics	5	0	1	9	35	43	7
			1	9	37	46	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: York Catholic DSB (117) **Grade 3 English**

61	Schools with Grade 3 students	3%	In English as a Second Language Program
145	Classes with Grade 3 students	4%	Exempted in all three subjects
3154	Grade 3 students	52% Boys	48% Girls 1% Gender not specified
12%	Receiving special education support	18%	Of the students said they speak as often in English as in another language at home
		6%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	0	2	6	38	41	8
			2	7	40	43	8
Communication	5	0	2	5	35	43	8
			2	6	37	46	9
Organization of Ideas	5	0	1	6	31	47	9
			2	6	33	50	10
Application of Language Conventions	5	0	0	6	21	48	18
			0	6	23	51	19
Writing							
Reasoning	5	0	1	2	39	46	7
			1	2	41	48	7
Communication	5	0	1	1	33	50	9
			1	1	35	53	10
Organization of Ideas	5	0	1	2	35	49	8
			1	2	37	52	8
Application of Language Conventions	5	0	1	2	29	54	10
			1	2	30	56	11
Mathematics Categories							
Problem Solving	5	0	0	17	36	32	10
			0	18	37	34	10
Understanding of Concepts	5	0	0	17	39	30	7
			0	18	42	32	8
Application of Mathematical Procedures	5	0	0	14	31	38	12
			1	14	33	40	12
Communication of Required Knowledge	5	0	1	21	34	29	10
			1	22	36	30	10
Mathematics Strands							
Number Sense and Numeration	5	0	1	11	31	42	10
			1	11	32	45	11
Geometry and Spatial Sense	5	0	0	8	35	42	9
			0	9	37	44	10
Measurement	5	0	0	12	32	40	10
			0	13	34	42	10
Patterning and Algebra	5	0	1	5	24	52	13
			1	6	25	55	13
Data Management and Probability	5	0	1	6	27	49	11
			1	7	28	52	12
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	0	1	8	34	46	6
			1	9	36	48	6
Overall Level of Achievement in Writing	5	0	1	1	31	52	9
			1	1	33	55	10
Overall Level of Achievement in Mathematics	5	0	1	5	28	49	13
			1	5	29	52	13

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

During the assessment period, students attending a school(s) in this board were displaced due to health concerns.

105	Schools with Grade 3 students	4%	In English as a Second Language Program
254	Classes with Grade 3 students	3%	Exempted in all three subjects
5768	Grade 3 students	50% Boys	48% Girls 2% Gender not specified
14%	Receiving special education support	15%	Of the students said they speak as often in English as in another language at home
		10%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	5	9	2	5	31	38	10
			2	6	36	44	11
Communication	5	9	2	4	28	41	10
			3	5	33	47	12
Organization of Ideas	5	9	2	5	26	43	11
			2	6	30	50	12
Application of Language Conventions	5	9	0	5	16	44	20
			0	6	18	51	23
Writing							
Reasoning	4	9	2	2	34	43	7
			2	2	39	49	8
Communication	4	9	2	2	29	46	9
			2	2	34	53	10
Organization of Ideas	4	9	1	2	31	46	7
			2	2	36	53	8
Application of Language Conventions	4	9	1	2	25	49	10
			1	2	29	57	11
Mathematics Categories							
Problem Solving	4	1	0	14	32	34	14
			0	15	33	36	15
Understanding of Concepts	4	1	1	14	35	35	11
			1	14	37	37	11
Application of Mathematical Procedures	4	1	1	11	28	41	15
			1	11	29	43	15
Communication of Required Knowledge	4	1	2	17	31	33	13
			2	18	32	34	14
Mathematics Strands							
Number Sense and Numeration	4	1	1	8	27	45	14
			1	8	28	47	15
Geometry and Spatial Sense	4	1	1	7	30	46	12
			1	7	32	48	12
Measurement	4	1	1	11	28	42	14
			1	11	29	44	14
Patterning and Algebra	4	1	1	5	22	53	16
			1	5	23	55	16
Data Management and Probability	4	1	1	6	24	49	15
			1	6	26	51	16
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	9	1	6	28	43	8
			2	7	32	50	9
Overall Level of Achievement in Writing	4	9	1	1	27	48	9
			1	2	31	56	10
Overall Level of Achievement in Mathematics	4	1	3	4	22	50	17
			3	4	23	52	18

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

39	Schools with Grade 6 students	0%	In English as a Second Language Program
57	Classes with Grade 6 students	3%	Exempted in all three subjects
1040	Grade 6 students	52%	Boys 46% Girls 1% Gender not specified
19%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	3	0	3	8	43	38	4
			4	8	45	39	4
Communication	3	0	1	6	40	43	6
			1	6	41	45	6
Organization of Ideas	3	0	3	14	43	32	3
			3	15	45	33	3
Application of Language Conventions	3	0	17	17	30	28	5
			17	17	31	29	5
Writing							
Reasoning	3	1	6	12	38	33	8
			6	12	39	34	8
Communication	3	1	6	11	36	34	9
			6	12	37	35	9
Organization of Ideas	3	1	6	12	37	34	8
			6	12	38	35	8
Application of Language Conventions	3	1	6	13	35	35	8
			6	13	36	37	8
Mathematics Categories							
Problem Solving	3	0	2	24	38	28	5
			2	24	39	28	5
Understanding of Concepts	3	0	2	27	40	24	5
			2	27	41	25	5
Application of Mathematical Procedures	3	0	2	18	35	35	6
			2	19	36	36	6
Communication of Required Knowledge	3	0	4	26	37	25	5
			4	27	38	25	5
Mathematics Strands							
Number Sense and Numeration	3	0	8	21	32	25	13
			8	21	33	25	13
Geometry and Spatial Sense	3	0	2	34	38	19	4
			2	35	39	19	4
Measurement	3	0	6	31	30	24	6
			6	32	31	25	6
Patterning and Algebra	3	0	2	24	31	29	10
			2	25	32	30	11
Data Management and Probability	3	0	4	25	37	25	6
			4	26	38	26	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	0	3	10	40	38	6
			3	11	41	39	6
Overall Level of Achievement in Writing	3	1	6	10	36	35	9
			6	11	37	36	9
Overall Level of Achievement in Mathematics	3	0	2	14	39	34	7
			2	14	41	35	7

34	Schools with Grade 6 students	1%	In English as a Second Language Program
55	Classes with Grade 6 students	5%	Exempted in all three subjects
856	Grade 6 students	51%	Boys 49% Girls 1% Gender not specified
18%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	6	1	1	7	38	41	6
			2	7	40	44	6
Communication	6	1	0	4	31	48	10
			0	5	33	51	11
Organization of Ideas	6	1	1	11	40	37	5
			2	11	43	39	5
Application of Language Conventions	6	1	11	19	30	28	6
			12	20	32	30	6
Writing							
Reasoning	5	1	3	8	36	35	11
			4	9	39	37	12
Communication	5	1	3	8	34	35	13
			4	8	36	38	14
Organization of Ideas	5	1	3	8	35	35	12
			4	9	37	38	13
Application of Language Conventions	5	1	3	9	34	36	12
			4	9	36	38	13
Mathematics Categories							
Problem Solving	5	1	1	21	37	27	8
			1	22	40	29	8
Understanding of Concepts	5	1	1	23	41	23	5
			1	24	44	25	6
Application of Mathematical Procedures	5	1	1	18	33	34	7
			1	19	36	37	7
Communication of Required Knowledge	5	1	2	25	35	26	5
			3	27	37	28	5
Mathematics Strands							
Number Sense and Numeration	5	1	4	22	32	26	10
			5	23	34	28	11
Geometry and Spatial Sense	5	1	1	32	34	22	5
			1	34	37	24	5
Measurement	5	1	3	27	33	24	7
			3	29	35	26	7
Patterning and Algebra	5	1	1	22	30	31	11
			1	23	32	33	11
Data Management and Probability	5	1	2	25	32	27	8
			2	26	34	29	8
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	1	2	8	36	39	9
			2	8	38	42	9
Overall Level of Achievement in Writing	5	1	3	6	34	37	13
			4	6	37	40	14
Overall Level of Achievement in Mathematics	5	1	2	14	36	34	9
			2	15	38	36	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

43	Schools with Grade 6 students	1%	In English as a Second Language Program				
65	Classes with Grade 6 students	2%	Exempted in all three subjects				
1392	Grade 6 students	49%	Boys	49%	Girls	2%	Gender not specified
18%	Receiving special education support	3%	Of the students said they speak as often in English as in another language at home				
		1%	Of the students said they speak only or mostly in another language at home				

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	2	1	2	7	45	38	4
			2	8	46	39	4
Communication	2	1	1	5	39	46	6
			1	5	40	47	6
Organization of Ideas	2	1	2	15	45	32	3
			2	15	47	33	4
Application of Language Conventions	2	1	13	18	32	28	4
			14	19	34	29	4
Writing							
Reasoning	3	1	2	12	44	33	6
			2	12	45	34	6
Communication	3	1	2	12	41	34	8
			2	12	42	35	8
Organization of Ideas	3	1	2	12	43	33	6
			2	12	44	35	6
Application of Language Conventions	3	1	2	12	39	36	7
			2	13	40	37	7
Mathematics Categories							
Problem Solving	3	1	1	23	40	28	4
			1	24	42	30	4
Understanding of Concepts	3	1	1	26	43	24	3
			1	27	44	25	3
Application of Mathematical Procedures	3	1	1	17	39	34	5
			1	17	41	36	5
Communication of Required Knowledge	3	1	2	24	43	24	3
			2	25	45	25	3
Mathematics Strands							
Number Sense and Numeration	3	1	4	22	34	25	10
			4	23	36	26	10
Geometry and Spatial Sense	3	1	1	32	40	20	4
			1	34	41	20	4
Measurement	3	1	4	33	32	22	5
			5	34	33	23	5
Patterning and Algebra	3	1	1	19	33	33	10
			1	20	34	34	10
Data Management and Probability	3	1	2	23	35	30	6
			2	24	36	31	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	2	1	2	9	40	40	5
			2	10	41	42	6
Overall Level of Achievement in Writing	3	1	2	10	41	36	7
			2	11	42	37	7
Overall Level of Achievement in Mathematics	3	1	1	12	41	34	9
			1	12	42	35	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

43	Schools with Grade 6 students	0%	In English as a Second Language Program
86	Classes with Grade 6 students	3%	Exempted in all three subjects
1707	Grade 6 students	49%	Boys 50% Girls 1% Gender not specified
17%	Receiving special education support	2%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	4	0	4	10	41	36	5
			4	10	43	38	5
Communication	4	0	0	7	38	43	7
			0	7	39	45	8
Organization of Ideas	4	0	3	14	43	31	4
			3	15	46	32	4
Application of Language Conventions	4	0	16	21	29	25	4
			17	22	30	26	4
Writing							
Reasoning	4	0	2	12	41	33	8
			2	13	43	34	8
Communication	4	0	2	12	38	34	9
			2	12	40	36	10
Organization of Ideas	4	0	2	12	39	34	8
			2	13	41	36	8
Application of Language Conventions	4	0	2	13	37	35	8
			2	14	39	37	9
Mathematics Categories							
Problem Solving	4	1	1	24	37	27	6
			1	25	39	28	7
Understanding of Concepts	4	1	1	26	38	26	5
			1	27	40	27	5
Application of Mathematical Procedures	4	1	1	20	35	33	7
			1	21	37	34	7
Communication of Required Knowledge	4	1	2	26	38	23	5
			2	28	40	24	6
Mathematics Strands							
Number Sense and Numeration	4	0	5	26	32	23	10
			5	27	33	24	11
Geometry and Spatial Sense	4	0	1	33	40	19	4
			1	34	42	20	4
Measurement	4	0	4	34	31	22	5
			4	35	32	23	5
Patterning and Algebra	4	0	2	24	32	29	9
			2	25	33	31	9
Data Management and Probability	4	0	2	24	35	28	7
			2	25	36	30	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	0	2	11	39	37	7
			3	11	41	39	7
Overall Level of Achievement in Writing	4	0	2	11	38	36	9
			2	11	40	38	9
Overall Level of Achievement in Mathematics	4	0	2	15	38	33	7
			2	16	40	34	8

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

28	Schools with Grade 6 students	1%	In English as a Second Language Program
33	Classes with Grade 6 students	2%	Exempted in all three subjects
682	Grade 6 students	48%	Boys 49% Girls 3% Gender not specified
19%	Receiving special education support	3%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	3	1	2	7	39	44	4
			3	7	40	46	5
Communication	3	1	0	3	32	52	8
			0	4	34	54	8
Organization of Ideas	3	1	3	12	42	36	4
			3	12	44	38	4
Application of Language Conventions	3	1	15	18	32	27	3
			16	19	34	28	3
Writing							
Reasoning	3	1	4	10	41	33	8
			4	10	43	34	9
Communication	3	1	4	10	40	34	9
			4	10	41	35	10
Organization of Ideas	3	1	4	10	41	34	8
			4	10	43	35	8
Application of Language Conventions	3	1	4	11	37	36	8
			4	12	38	37	9
Mathematics Categories							
Problem Solving	4	1	1	22	40	26	5
			1	24	43	28	5
Understanding of Concepts	4	1	1	26	40	24	3
			1	28	43	26	3
Application of Mathematical Procedures	4	1	2	17	41	32	3
			2	18	43	34	3
Communication of Required Knowledge	4	1	3	26	40	23	3
			3	27	42	24	3
Mathematics Strands							
Number Sense and Numeration	4	1	8	22	32	24	9
			9	23	33	26	9
Geometry and Spatial Sense	4	1	1	31	40	20	4
			1	33	42	21	4
Measurement	4	1	7	38	30	18	2
			7	40	31	19	2
Patterning and Algebra	4	1	2	22	32	30	8
			2	24	34	32	8
Data Management and Probability	4	1	2	25	37	27	3
			3	27	39	28	3
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	1	2	8	40	41	5
			2	8	42	42	5
Overall Level of Achievement in Writing	3	1	4	9	40	35	9
			4	9	41	36	9
Overall Level of Achievement in Mathematics	4	1	2	11	45	33	4
			3	11	47	35	4

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

10	Schools with Grade 6 students	0%	In English as a Second Language Program
19	Classes with Grade 6 students	3%	Exempted in all three subjects
323	Grade 6 students	55%	Boys 43% Girls 2% Gender not specified
16%	Receiving special education support	1%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	4	2	2	4	37	47	5
			2	4	39	50	6
Communication	4	2	0	4	31	49	10
			0	4	33	52	11
Organization of Ideas	4	2	2	9	38	40	6
			2	10	40	42	6
Application of Language Conventions	4	2	11	15	29	34	6
			11	15	31	36	6
Writing							
Reasoning	3	1	2	7	36	38	12
			2	7	38	39	13
Communication	3	1	2	6	37	36	14
			2	6	39	38	15
Organization of Ideas	3	1	2	5	37	38	13
			2	5	39	40	14
Application of Language Conventions	3	1	2	10	33	39	12
			2	10	35	41	12
Mathematics Categories							
Problem Solving	3	1	1	17	35	34	8
			1	18	37	36	9
Understanding of Concepts	3	1	1	21	38	28	9
			1	22	39	29	9
Application of Mathematical Procedures	3	1	1	15	34	35	11
			1	15	36	36	11
Communication of Required Knowledge	3	1	2	23	38	27	7
			2	24	39	28	7
Mathematics Strands							
Number Sense and Numeration	3	1	4	20	26	27	19
			4	21	27	28	20
Geometry and Spatial Sense	3	1	1	28	33	28	6
			1	29	34	29	6
Measurement	3	1	3	32	26	25	9
			3	34	27	27	10
Patterning and Algebra	3	1	2	16	29	32	16
			2	17	31	33	17
Data Management and Probability	3	1	2	16	33	34	11
			2	17	35	35	11
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	1	4	5	32	46	8
			4	5	33	49	9
Overall Level of Achievement in Writing	3	1	2	4	37	38	15
			2	5	38	39	16
Overall Level of Achievement in Mathematics	3	1	3	7	35	39	12
			3	7	36	41	13

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

32	Schools with Grade 6 students	0%	In English as a Second Language Program
52	Classes with Grade 6 students	5%	Exempted in all three subjects
1015	Grade 6 students	50%	Boys 48% Girls 2% Gender not specified
23%	Receiving special education support	7%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	6	0	2	8	40	39	4
			2	9	43	42	4
Communication	6	0	0	4	39	43	7
			0	5	41	46	7
Organization of Ideas	6	0	2	14	46	28	4
			2	15	49	30	4
Application of Language Conventions	6	0	14	19	30	28	3
			15	20	32	30	3
Writing							
Reasoning	6	0	3	11	41	32	8
			3	12	43	34	8
Communication	6	0	3	11	37	33	9
			3	12	40	36	10
Organization of Ideas	6	0	3	11	40	33	8
			3	11	42	35	8
Application of Language Conventions	6	0	3	12	37	34	8
			3	13	40	36	9
Mathematics Categories							
Problem Solving	6	0	1	26	41	22	4
			1	27	43	24	5
Understanding of Concepts	6	0	1	30	42	20	2
			1	32	45	21	2
Application of Mathematical Procedures	6	0	1	21	37	32	3
			2	22	39	34	4
Communication of Required Knowledge	6	0	2	28	40	20	3
			2	30	43	22	4
Mathematics Strands							
Number Sense and Numeration	6	0	5	26	30	24	9
			5	28	32	25	9
Geometry and Spatial Sense	6	0	1	34	38	19	3
			1	36	40	20	3
Measurement	6	0	5	33	30	21	5
			5	35	32	22	6
Patterning and Algebra	6	0	1	27	29	27	10
			1	29	31	28	11
Data Management and Probability	6	0	4	28	33	26	4
			4	29	35	27	5
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	0	1	12	38	38	5
			1	12	41	40	6
Overall Level of Achievement in Writing	6	0	3	9	39	34	9
			3	10	41	36	10
Overall Level of Achievement in Mathematics	6	0	0	19	39	31	5
			0	21	41	33	5

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

99	Schools with Grade 6 students	1%	In English as a Second Language Program
163	Classes with Grade 6 students	2%	Exempted in all three subjects
3156	Grade 6 students	50%	Boys 48% Girls 2% Gender not specified
13%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	2	0	2	8	42	42	4
			2	8	43	43	4
Communication	2	0	1	5	42	44	6
			1	5	43	45	6
Organization of Ideas	2	0	2	13	47	32	3
			3	14	48	32	3
Application of Language Conventions	2	0	17	17	31	29	3
			17	18	32	30	3
Writing							
Reasoning	2	0	4	12	42	32	6
			4	12	44	33	7
Communication	2	0	4	12	41	34	8
			4	12	42	35	8
Organization of Ideas	2	0	4	13	41	33	7
			4	13	42	34	7
Application of Language Conventions	2	0	4	12	38	36	7
			4	13	39	37	7
Mathematics Categories							
Problem Solving	2	0	1	25	42	26	4
			1	25	43	26	4
Understanding of Concepts	2	0	1	28	41	24	3
			1	29	42	25	3
Application of Mathematical Procedures	2	0	2	19	38	34	5
			2	19	39	35	5
Communication of Required Knowledge	2	0	3	29	40	22	3
			3	30	41	23	3
Mathematics Strands							
Number Sense and Numeration	2	0	5	23	33	25	11
			5	24	33	26	11
Geometry and Spatial Sense	2	0	2	35	39	19	4
			2	35	40	19	4
Measurement	2	0	5	33	33	23	4
			5	34	34	24	4
Patterning and Algebra	2	0	1	25	32	31	9
			2	25	33	32	9
Data Management and Probability	2	0	3	27	34	29	5
			3	28	35	29	5
Overall Levels of Achievement							
Overall Level of Achievement in Reading	2	0	4	9	41	39	6
			4	9	42	40	6
Overall Level of Achievement in Writing	2	0	4	11	40	35	7
			4	11	42	36	8
Overall Level of Achievement in Mathematics	2	0	3	14	41	33	7
			3	14	42	34	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

25	Schools with Grade 6 students	0%	In English as a Second Language Program
40	Classes with Grade 6 students	3%	Exempted in all three subjects
690	Grade 6 students	54%	Boys 43% Girls 3% Gender not specified
20%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home
		4%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	4	2	4	8	43	34	5
			4	8	46	36	5
Communication	4	2	1	6	40	41	6
			1	6	42	43	7
Organization of Ideas	4	2	4	17	40	29	4
			4	18	43	30	5
Application of Language Conventions	4	2	17	22	29	22	4
			18	23	31	24	4
Writing							
Reasoning	4	2	2	14	44	29	5
			2	15	47	31	5
Communication	4	2	2	12	43	31	6
			2	12	46	33	6
Organization of Ideas	4	2	2	13	42	30	6
			2	14	45	32	6
Application of Language Conventions	4	2	2	13	38	33	7
			2	14	41	35	7
Mathematics Categories							
Problem Solving	4	2	2	26	39	24	4
			2	27	41	26	4
Understanding of Concepts	4	2	1	29	42	19	3
			1	31	45	20	3
Application of Mathematical Procedures	4	2	2	20	39	29	5
			2	21	41	31	5
Communication of Required Knowledge	4	2	3	29	41	18	3
			4	31	43	20	3
Mathematics Strands							
Number Sense and Numeration	4	2	6	29	30	24	6
			6	30	32	26	6
Geometry and Spatial Sense	4	2	2	38	34	17	4
			2	40	36	17	4
Measurement	4	2	6	36	32	16	4
			7	38	34	17	4
Patterning and Algebra	4	2	2	26	31	27	10
			2	27	33	28	10
Data Management and Probability	4	2	4	29	34	22	6
			4	31	36	23	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	2	3	12	39	35	6
			4	12	41	37	6
Overall Level of Achievement in Writing	4	2	2	11	43	32	6
			2	12	46	34	7
Overall Level of Achievement in Mathematics	4	2	3	17	39	30	6
			3	18	42	31	6

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

96 Schools with Grade 6 students

212 Classes with Grade 6 students

4966 Grade 6 students

17% Receiving special education support

6% In English as a Second Language Program

4% Exempted in all three subjects

50% Boys 49% Girls 1% Gender not specified

16% Of the students said they speak as often in English as in another language at home

11% Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	4	1	2	6	36	42	8
			2	6	38	45	9
Communication	4	1	0	4	31	47	13
			1	4	33	49	14
Organization of Ideas	4	1	2	11	39	36	7
			2	12	41	38	7
Application of Language Conventions	4	1	11	16	29	32	7
			12	17	30	34	8
Writing							
Reasoning	5	1	4	9	36	36	10
			4	9	38	38	10
Communication	5	1	4	8	35	37	11
			4	9	37	39	11
Organization of Ideas	5	1	4	9	36	37	9
			4	9	38	39	10
Application of Language Conventions	5	1	4	9	33	38	10
			4	10	34	41	11
Mathematics Categories							
Problem Solving	4	1	1	18	38	29	9
			1	19	40	30	10
Understanding of Concepts	4	1	1	22	39	27	7
			1	23	41	28	7
Application of Mathematical Procedures	4	1	1	15	33	35	11
			1	16	34	37	11
Communication of Required Knowledge	4	1	2	21	38	26	8
			3	22	40	27	8
Mathematics Strands							
Number Sense and Numeration	4	1	3	19	30	27	16
			3	19	31	29	17
Geometry and Spatial Sense	4	1	1	26	38	22	7
			1	28	40	24	8
Measurement	4	1	4	27	30	26	9
			4	28	31	27	9
Patterning and Algebra	4	1	2	19	28	31	15
			2	20	29	33	16
Data Management and Probability	4	1	2	22	35	27	10
			2	23	36	28	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	1	3	10	35	40	7
			3	10	37	42	8
Overall Level of Achievement in Writing	5	1	4	7	34	39	10
			4	8	36	41	11
Overall Level of Achievement in Mathematics	4	1	2	11	36	34	11
			2	12	38	36	12

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

During the assessment period, students attending a school(s) in this board were displaced due to health concerns.

39	Schools with Grade 6 students	0%	In English as a Second Language Program
82	Classes with Grade 6 students	4%	Exempted in all three subjects
1791	Grade 6 students	51%	Boys 47% Girls 2% Gender not specified
9%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	4	1	3	5	38	43	5
			4	5	40	45	6
Communication	4	1	1	3	31	51	9
			1	3	33	54	10
Organization of Ideas	4	1	2	10	42	36	5
			3	11	44	38	5
Application of Language Conventions	4	1	16	14	29	32	5
			17	14	31	33	5
Writing							
Reasoning	4	1	5	8	39	37	6
			5	9	41	39	7
Communication	4	1	5	8	36	38	8
			5	9	38	40	8
Organization of Ideas	4	1	5	9	37	38	7
			5	9	39	40	7
Application of Language Conventions	4	1	5	9	34	40	7
			5	10	35	42	7
Mathematics Categories							
Problem Solving	4	1	1	24	37	25	6
			1	25	40	27	7
Understanding of Concepts	4	1	1	25	39	25	4
			1	27	42	26	4
Application of Mathematical Procedures	4	1	2	19	35	33	7
			2	20	37	35	7
Communication of Required Knowledge	4	1	4	23	38	24	6
			4	24	40	26	6
Mathematics Strands							
Number Sense and Numeration	4	1	5	21	32	25	12
			5	22	34	26	13
Geometry and Spatial Sense	4	1	2	30	37	21	5
			2	32	39	22	5
Measurement	4	1	5	32	31	23	5
			5	34	32	24	5
Patterning and Algebra	4	1	2	21	30	31	11
			2	22	32	33	12
Data Management and Probability	4	1	3	22	37	26	7
			3	24	39	27	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	1	3	7	36	42	6
			4	7	38	44	7
Overall Level of Achievement in Writing	4	1	5	8	35	41	7
			5	8	36	43	8
Overall Level of Achievement in Mathematics	4	1	3	11	37	33	9
			3	12	40	35	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

94	Schools with Grade 6 students	1%	In English as a Second Language Program
211	Classes with Grade 6 students	2%	Exempted in all three subjects
4386	Grade 6 students	49%	Boys 49% Girls 2% Gender not specified
17%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	3	1	2	6	40	43	6
			2	6	42	45	6
Communication	3	1	1	3	36	49	8
			1	3	37	51	8
Organization of Ideas	3	1	2	11	44	36	4
			2	11	46	37	5
Application of Language Conventions	3	1	12	15	32	33	5
			12	16	33	34	5
Writing							
Reasoning	3	1	3	8	39	37	10
			3	8	40	38	10
Communication	3	1	3	8	37	38	11
			3	8	38	39	11
Organization of Ideas	3	1	3	8	37	38	10
			3	9	39	39	10
Application of Language Conventions	3	1	3	8	35	40	11
			3	8	36	41	11
Mathematics Categories							
Problem Solving	3	1	1	20	40	30	7
			1	20	41	31	7
Understanding of Concepts	3	1	1	21	42	27	5
			1	22	43	28	5
Application of Mathematical Procedures	3	1	1	14	36	37	8
			1	14	38	38	8
Communication of Required Knowledge	3	1	2	21	42	26	5
			3	22	43	27	5
Mathematics Strands							
Number Sense and Numeration	3	1	3	19	31	28	16
			3	19	32	29	16
Geometry and Spatial Sense	3	1	1	28	38	24	6
			1	29	40	24	6
Measurement	3	1	3	24	32	30	8
			3	25	33	31	8
Patterning and Algebra	3	1	2	18	31	32	13
			2	19	32	33	14
Data Management and Probability	3	1	2	19	36	31	9
			2	20	37	32	9
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	0	4	7	36	42	7
			4	7	38	44	7
Overall Level of Achievement in Writing	3	1	3	7	36	40	11
			3	7	37	41	11
Overall Level of Achievement in Mathematics	3	0	3	10	36	37	10
			4	11	37	38	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

During the assessment period, students attending a school(s) in this board were displaced due to health concerns.

68	Schools with Grade 6 students	0%	In English as a Second Language Program
115	Classes with Grade 6 students	3%	Exempted in all three subjects
2261	Grade 6 students	48%	Boys 49% Girls 3% Gender not specified
16%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	4	0	4	10	42	37	4
			4	10	44	38	4
Communication	4	0	1	5	42	42	5
			1	5	44	44	5
Organization of Ideas	4	0	3	16	44	30	3
			3	17	46	31	3
Application of Language Conventions	4	0	19	21	30	24	3
			20	22	31	25	3
Writing							
Reasoning	3	0	4	12	42	31	6
			5	13	43	33	7
Communication	3	0	4	12	39	33	7
			5	13	41	35	7
Organization of Ideas	3	0	4	13	41	31	7
			5	13	43	33	7
Application of Language Conventions	3	0	4	13	38	34	7
			5	13	39	36	7
Mathematics Categories							
Problem Solving	4	1	2	27	40	23	3
			2	28	42	24	4
Understanding of Concepts	4	1	2	30	41	20	3
			2	31	43	21	3
Application of Mathematical Procedures	4	1	2	22	38	30	4
			2	23	39	31	5
Communication of Required Knowledge	4	1	3	31	40	20	3
			3	32	41	20	3
Mathematics Strands							
Number Sense and Numeration	4	0	7	27	34	21	8
			7	28	35	22	8
Geometry and Spatial Sense	4	0	2	33	39	18	4
			2	35	40	19	4
Measurement	4	0	7	36	30	19	4
			7	37	32	20	4
Patterning and Algebra	4	0	2	25	33	28	9
			2	26	34	29	9
Data Management and Probability	4	0	4	30	36	23	4
			4	31	37	24	4
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	0	3	11	40	37	4
			3	12	42	38	5
Overall Level of Achievement in Writing	3	0	4	11	40	34	7
			5	11	42	35	7
Overall Level of Achievement in Mathematics	4	0	3	15	43	30	5
			3	16	45	31	5

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

58	Schools with Grade 6 students	0%	In English as a Second Language Program
109	Classes with Grade 6 students	2%	Exempted in all three subjects
2488	Grade 6 students	50%	Boys 49% Girls 1% Gender not specified
17%	Receiving special education support	10%	Of the students said they speak as often in English as in another language at home
		6%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	2	1	2	6	39	43	6
			2	7	40	45	6
Communication	2	1	1	3	33	50	10
			1	3	34	52	11
Organization of Ideas	2	1	2	11	42	36	6
			2	12	43	38	6
Application of Language Conventions	2	1	13	18	29	32	5
			13	18	30	33	6
Writing							
Reasoning	2	1	4	10	39	36	8
			4	10	41	38	8
Communication	2	1	4	9	38	37	9
			4	9	39	38	10
Organization of Ideas	2	1	4	9	39	37	8
			4	10	40	38	8
Application of Language Conventions	2	1	4	10	36	39	9
			4	10	37	40	9
Mathematics Categories							
Problem Solving	2	1	1	19	37	31	9
			1	19	38	32	9
Understanding of Concepts	2	1	1	22	40	28	6
			1	22	41	29	6
Application of Mathematical Procedures	2	1	1	15	36	36	10
			1	15	37	37	10
Communication of Required Knowledge	2	1	2	21	38	28	8
			3	21	39	29	8
Mathematics Strands							
Number Sense and Numeration	2	1	3	19	32	29	14
			3	20	33	30	15
Geometry and Spatial Sense	2	1	1	29	37	24	7
			1	29	38	24	7
Measurement	2	1	3	30	31	26	7
			4	31	32	26	8
Patterning and Algebra	2	1	1	20	30	32	13
			2	21	31	33	13
Data Management and Probability	2	1	2	20	34	30	10
			2	21	35	31	11
Overall Levels of Achievement							
Overall Level of Achievement in Reading	2	1	2	8	37	43	7
			2	8	38	44	7
Overall Level of Achievement in Writing	2	1	4	8	38	39	9
			4	8	39	40	9
Overall Level of Achievement in Mathematics	2	0	2	11	37	37	10
			2	11	38	38	11

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

29	Schools with Grade 6 students	0%	In English as a Second Language Program
68	Classes with Grade 6 students	2%	Exempted in all three subjects
1436	Grade 6 students	52%	Boys 46% Girls 2% Gender not specified
9%	Receiving special education support	7%	Of the students said they speak as often in English as in another language at home
		4%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	3	0	1	5	33	49	9
			1	5	34	51	9
Communication	3	0	0	2	29	51	14
			0	2	30	53	15
Organization of Ideas	3	0	1	8	40	40	8
			1	9	41	41	8
Application of Language Conventions	3	0	9	13	29	37	8
			9	14	30	38	9
Writing							
Reasoning	3	0	2	6	36	40	12
			3	6	38	42	12
Communication	3	0	2	6	34	41	14
			3	6	35	42	14
Organization of Ideas	3	0	2	6	35	39	13
			3	7	37	41	14
Application of Language Conventions	3	0	2	8	31	42	14
			3	8	32	44	14
Mathematics Categories							
Problem Solving	3	0	1	16	39	33	8
			1	17	40	34	8
Understanding of Concepts	3	0	1	19	41	31	6
			1	20	42	32	6
Application of Mathematical Procedures	3	0	1	14	36	37	9
			1	14	37	38	9
Communication of Required Knowledge	3	0	2	18	40	28	8
			3	19	41	29	8
Mathematics Strands							
Number Sense and Numeration	3	0	3	18	31	30	16
			3	18	32	31	16
Geometry and Spatial Sense	3	0	3	24	36	27	7
			3	25	37	28	7
Measurement	3	0	3	28	30	28	8
			3	29	31	29	8
Patterning and Algebra	3	0	1	19	32	32	14
			1	20	33	33	14
Data Management and Probability	3	0	2	20	32	33	10
			2	20	33	34	11
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	0	4	5	31	47	10
			4	6	32	48	11
Overall Level of Achievement in Writing	3	0	2	5	33	42	14
			3	5	34	44	15
Overall Level of Achievement in Mathematics	3	0	3	9	34	40	11
			3	10	35	41	11

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

36	Schools with Grade 6 students	1%	In English as a Second Language Program
137	Classes with Grade 6 students	3%	Exempted in all three subjects
2964	Grade 6 students	51%	Boys 48% Girls 1% Gender not specified
17%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	4	1	2	5	36	46	7
			2	5	38	49	7
Communication	4	1	0	3	32	50	11
			0	3	33	52	11
Organization of Ideas	4	1	2	9	37	41	7
			2	9	39	43	8
Application of Language Conventions	4	1	14	14	28	33	6
			15	15	29	34	7
Writing							
Reasoning	4	1	3	9	36	36	11
			4	9	38	38	11
Communication	4	1	3	8	33	38	12
			4	9	35	40	13
Organization of Ideas	4	1	3	8	35	38	11
			4	9	37	40	11
Application of Language Conventions	4	1	3	9	32	39	12
			4	10	34	41	12
Mathematics Categories							
Problem Solving	4	1	1	21	39	30	6
			1	21	40	31	6
Understanding of Concepts	4	1	1	22	40	27	5
			1	23	42	29	5
Application of Mathematical Procedures	4	1	2	14	36	37	7
			2	15	37	38	8
Communication of Required Knowledge	4	1	2	22	40	26	5
			2	23	41	27	6
Mathematics Strands							
Number Sense and Numeration	4	0	4	18	32	28	13
			4	19	34	29	14
Geometry and Spatial Sense	4	0	1	32	35	22	5
			1	33	37	23	6
Measurement	4	0	4	28	34	25	5
			4	29	35	26	5
Patterning and Algebra	4	0	1	19	30	32	13
			1	20	32	33	13
Data Management and Probability	4	0	2	22	33	31	7
			2	23	35	32	8
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	0	3	6	33	45	9
			3	7	35	47	9
Overall Level of Achievement in Writing	4	1	3	7	33	39	12
			4	8	35	41	13
Overall Level of Achievement in Mathematics	4	0	2	10	38	36	9
			2	10	40	38	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Hamilton-Wentworth Catholic DSB (112) **Grade 6 English**

51	Schools with Grade 6 students	2%	In English as a Second Language Program
80	Classes with Grade 6 students	5%	Exempted in all three subjects
1742	Grade 6 students	49%	Boys 48% Girls 3% Gender not specified
22%	Receiving special education support	12%	Of the students said they speak as often in English as in another language at home
		7%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	7	1	2	7	31	44	9
			2	7	34	47	10
Communication	7	1	1	3	27	48	14
			1	4	29	52	15
Organization of Ideas	7	1	3	10	35	38	7
			3	10	38	41	8
Application of Language Conventions	7	1	11	13	28	33	8
			12	14	30	36	8
Writing							
Reasoning	6	0	9	7	32	37	8
			10	8	34	40	9
Communication	6	0	9	7	31	37	10
			10	7	33	39	10
Organization of Ideas	6	0	9	8	31	37	9
			10	8	33	40	10
Application of Language Conventions	6	0	9	8	29	38	10
			10	8	31	41	10
Mathematics Categories							
Problem Solving	6	1	1	22	36	26	8
			2	24	38	28	8
Understanding of Concepts	6	1	2	24	37	24	7
			2	26	40	26	7
Application of Mathematical Procedures	6	1	3	17	33	32	8
			3	19	35	34	9
Communication of Required Knowledge	6	1	4	23	35	24	7
			4	25	38	26	7
Mathematics Strands							
Number Sense and Numeration	6	1	4	18	28	27	16
			4	19	31	29	17
Geometry and Spatial Sense	6	1	1	26	35	24	7
			1	28	38	25	8
Measurement	6	1	4	28	30	23	8
			5	30	32	25	8
Patterning and Algebra	6	1	2	22	28	29	12
			2	24	30	31	13
Data Management and Probability	6	1	2	21	33	29	8
			2	23	36	31	8
Overall Levels of Achievement							
Overall Level of Achievement in Reading	7	0	4	8	31	42	8
			5	9	33	45	9
Overall Level of Achievement in Writing	6	0	9	6	30	39	9
			10	7	32	42	10
Overall Level of Achievement in Mathematics	6	0	4	13	35	33	9
			4	13	37	35	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

58	Schools with Grade 6 students	3%	In English as a Second Language Program
163	Classes with Grade 6 students	4%	Exempted in all three subjects
3858	Grade 6 students	50%	Boys 48% Girls 2% Gender not specified
16%	Receiving special education support	7%	Of the students said they speak as often in English as in another language at home
		5%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	1	4	9	40	36	5
			4	9	43	38	5
Communication	5	1	1	6	40	39	7
			1	7	42	42	8
Organization of Ideas	5	1	3	16	42	30	4
			3	17	44	32	4
Application of Language Conventions	5	1	17	19	28	26	4
			18	20	30	28	5
Writing							
Reasoning	5	1	4	12	40	31	8
			4	12	43	33	8
Communication	5	1	4	11	38	32	9
			4	12	40	34	9
Organization of Ideas	5	1	4	11	40	31	8
			4	12	42	33	8
Application of Language Conventions	5	1	4	11	36	35	8
			4	12	39	37	8
Mathematics Categories							
Problem Solving	4	1	2	29	36	22	5
			2	31	38	24	5
Understanding of Concepts	4	1	2	33	35	21	4
			2	35	37	22	4
Application of Mathematical Procedures	4	1	2	23	35	29	6
			2	25	37	30	6
Communication of Required Knowledge	4	1	4	33	34	19	4
			4	35	36	20	5
Mathematics Strands							
Number Sense and Numeration	4	1	5	26	31	22	11
			5	27	32	23	12
Geometry and Spatial Sense	4	1	2	37	34	18	4
			2	39	36	19	4
Measurement	4	1	5	36	29	20	5
			6	38	31	21	5
Patterning and Algebra	4	1	2	27	29	26	10
			2	29	31	28	11
Data Management and Probability	4	1	4	29	33	23	6
			4	30	35	24	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	1	4	12	36	35	7
			4	13	39	37	7
Overall Level of Achievement in Writing	5	1	4	9	39	34	9
			4	10	41	36	9
Overall Level of Achievement in Mathematics	4	1	3	19	38	28	7
			3	20	40	29	8

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

40	Schools with Grade 6 students	1%	In English as a Second Language Program				
70	Classes with Grade 6 students	6%	Exempted in all three subjects				
1498	Grade 6 students	50%	Boys	48%	Girls	1%	Gender not specified
18%	Receiving special education support	3%	Of the students said they speak as often in English as in another language at home				
		1%	Of the students said they speak only or mostly in another language at home				

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	7	1	3	10	42	33	4
			3	11	45	36	4
Communication	7	1	1	5	40	40	5
			1	6	44	44	5
Organization of Ideas	7	1	2	16	44	27	3
			2	17	48	30	3
Application of Language Conventions	7	1	14	20	30	25	4
			15	22	32	27	4
Writing							
Reasoning	7	1	5	14	39	29	5
			5	15	42	32	6
Communication	7	1	5	14	37	30	6
			5	15	41	33	6
Organization of Ideas	7	1	5	14	38	30	5
			5	15	41	33	5
Application of Language Conventions	7	1	5	14	36	32	5
			5	15	39	35	6
Mathematics Categories							
Problem Solving	7	1	2	27	36	23	3
			2	30	39	25	4
Understanding of Concepts	7	1	2	29	38	20	3
			2	31	42	22	3
Application of Mathematical Procedures	7	1	2	21	37	28	4
			3	23	40	31	4
Communication of Required Knowledge	7	1	4	27	38	20	3
			4	30	41	22	3
Mathematics Strands							
Number Sense and Numeration	7	7	4	20	30	22	9
			5	24	35	26	10
Geometry and Spatial Sense	7	7	2	33	33	15	3
			2	38	38	18	4
Measurement	7	7	6	32	26	18	3
			7	38	30	21	4
Patterning and Algebra	7	7	2	24	27	25	8
			2	28	31	30	9
Data Management and Probability	7	7	3	26	31	21	5
			4	30	36	24	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	7	1	5	11	39	33	4
			5	12	43	36	4
Overall Level of Achievement in Writing	7	1	5	12	37	32	5
			5	13	40	35	6
Overall Level of Achievement in Mathematics	7	1	10	16	36	24	6
			11	17	39	26	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

16	Schools with Grade 6 students	0%	In English as a Second Language Program
22	Classes with Grade 6 students	1%	Exempted in all three subjects
339	Grade 6 students	46%	Boys 54% Girls 0% Gender not specified
14%	Receiving special education support	2%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	1	1	1	5	42	45	5
			1	5	43	46	5
Communication	1	1	0	3	36	50	9
			0	3	37	51	10
Organization of Ideas	1	1	1	8	45	40	4
			2	8	46	41	4
Application of Language Conventions	1	1	12	12	30	39	5
			12	13	30	40	5
Writing							
Reasoning	1	1	1	9	41	35	11
			1	10	42	36	11
Communication	1	1	1	9	37	40	11
			1	9	38	41	11
Organization of Ideas	1	1	1	11	35	41	10
			1	11	36	42	10
Application of Language Conventions	1	1	1	9	37	41	10
			1	9	37	42	11
Mathematics Categories							
Problem Solving	1	1	0	16	40	35	7
			0	16	41	36	7
Understanding of Concepts	1	1	0	19	40	32	6
			0	19	41	33	6
Application of Mathematical Procedures	1	1	1	12	34	41	11
			1	12	35	42	11
Communication of Required Knowledge	1	1	1	19	42	29	6
			1	20	43	30	7
Mathematics Strands							
Number Sense and Numeration	1	1	2	14	29	34	20
			2	14	29	34	21
Geometry and Spatial Sense	1	1	0	19	43	27	9
			0	20	44	27	9
Measurement	1	1	3	20	31	33	10
			3	20	32	34	11
Patterning and Algebra	1	1	1	16	28	39	14
			1	16	28	40	15
Data Management and Probability	1	1	1	15	33	39	11
			1	15	33	39	11
Overall Levels of Achievement							
Overall Level of Achievement in Reading	1	1	1	7	35	48	7
			2	7	36	49	7
Overall Level of Achievement in Writing	1	1	1	9	36	41	11
			1	9	37	42	11
Overall Level of Achievement in Mathematics	1	1	1	7	37	43	11
			1	7	37	44	11

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

23	Schools with Grade 6 students	0%	In English as a Second Language Program				
25	Classes with Grade 6 students	4%	Exempted in all three subjects				
532	Grade 6 students	49%	Boys	49%	Girls	1%	Gender not specified
20%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home				
		1%	Of the students said they speak only or mostly in another language at home				

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	1	3	9	39	40	4
			3	9	41	42	4
Communication	5	1	1	5	40	42	6
			1	5	42	45	6
Organization of Ideas	5	1	2	14	43	31	4
			2	15	46	33	5
Application of Language Conventions	5	1	16	17	33	26	2
			17	18	35	28	2
Writing							
Reasoning	5	1	4	9	45	31	5
			4	10	48	33	6
Communication	5	1	4	8	41	34	7
			4	9	44	36	7
Organization of Ideas	5	1	4	9	39	36	6
			4	10	42	38	6
Application of Language Conventions	5	1	4	10	35	39	6
			4	10	37	42	7
Mathematics Categories							
Problem Solving	5	1	3	22	43	22	4
			4	23	46	23	5
Understanding of Concepts	5	1	2	27	41	21	3
			3	28	44	22	3
Application of Mathematical Procedures	5	1	3	17	38	31	5
			3	18	40	33	5
Communication of Required Knowledge	5	1	5	25	40	21	3
			5	26	43	22	4
Mathematics Strands							
Number Sense and Numeration	5	1	9	23	32	21	9
			9	25	34	22	10
Geometry and Spatial Sense	5	1	3	33	39	16	2
			4	36	41	17	2
Measurement	5	1	8	31	32	20	3
			9	33	34	21	4
Patterning and Algebra	5	1	3	26	25	32	8
			3	28	27	34	9
Data Management and Probability	5	1	4	27	35	23	5
			4	29	37	25	5
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	1	3	8	39	39	5
			4	9	41	42	5
Overall Level of Achievement in Writing	5	1	4	7	41	36	6
			4	7	43	39	7
Overall Level of Achievement in Mathematics	5	1	3	16	38	33	5
			3	17	40	35	5

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

73	Schools with Grade 6 students	1%	In English as a Second Language Program
141	Classes with Grade 6 students	5%	Exempted in all three subjects
2784	Grade 6 students	50%	Boys 48% Girls 2% Gender not specified
19%	Receiving special education support	3%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	1	3	7	40	40	5
			3	7	43	42	5
Communication	5	1	1	4	40	42	7
			1	4	42	45	8
Organization of Ideas	5	1	3	13	45	30	4
			3	13	48	31	4
Application of Language Conventions	5	1	16	17	29	27	4
			17	18	31	29	5
Writing							
Reasoning	5	1	5	11	39	32	7
			5	12	41	34	8
Communication	5	1	5	10	36	34	9
			5	11	39	36	9
Organization of Ideas	5	1	5	11	37	34	8
			5	12	39	36	8
Application of Language Conventions	5	1	5	11	34	36	8
			5	12	36	38	9
Mathematics Categories							
Problem Solving	5	1	2	21	37	28	7
			2	22	39	30	7
Understanding of Concepts	5	1	2	21	40	26	5
			2	23	43	27	5
Application of Mathematical Procedures	5	1	2	16	35	34	7
			2	17	37	36	8
Communication of Required Knowledge	5	1	4	23	39	22	5
			4	25	42	24	5
Mathematics Strands							
Number Sense and Numeration	5	1	4	19	30	26	14
			5	20	32	28	15
Geometry and Spatial Sense	5	1	2	30	36	20	6
			2	32	39	22	6
Measurement	5	1	5	26	31	26	6
			6	27	33	27	6
Patterning and Algebra	5	1	2	21	29	30	12
			2	23	31	31	13
Data Management and Probability	5	1	3	21	34	27	9
			3	23	36	28	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	1	3	8	40	38	6
			3	9	42	40	6
Overall Level of Achievement in Writing	5	1	5	9	36	35	9
			5	10	38	38	9
Overall Level of Achievement in Mathematics	5	1	2	11	37	34	10
			2	12	39	36	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

22	Schools with Grade 6 students	0%	In English as a Second Language Program
31	Classes with Grade 6 students	5%	Exempted in all three subjects
524	Grade 6 students	53%	Boys 46% Girls 2% Gender not specified
17%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	5	1	4	9	45	33	2
			4	10	48	36	2
Communication	5	1	3	7	40	41	3
			3	7	43	44	3
Organization of Ideas	5	1	5	18	43	26	1
			5	19	46	28	1
Application of Language Conventions	5	1	19	21	29	23	2
			20	22	31	24	2
Writing							
Reasoning	6	1	6	11	40	30	6
			6	12	43	32	7
Communication	6	1	6	12	36	33	8
			6	13	38	35	8
Organization of Ideas	6	1	6	11	38	32	7
			6	12	41	34	7
Application of Language Conventions	6	1	6	13	34	33	8
			6	14	37	36	8
Mathematics Categories							
Problem Solving	6	1	3	27	39	23	2
			3	29	42	24	2
Understanding of Concepts	6	1	2	33	36	21	2
			2	36	39	22	2
Application of Mathematical Procedures	6	1	3	20	38	28	4
			3	21	41	30	4
Communication of Required Knowledge	6	1	4	33	38	17	2
			4	35	41	19	2
Mathematics Strands							
Number Sense and Numeration	6	1	8	22	32	22	9
			8	24	35	23	10
Geometry and Spatial Sense	6	1	3	34	39	15	3
			3	36	42	16	3
Measurement	6	1	7	32	32	17	4
			8	34	35	19	5
Patterning and Algebra	6	1	2	21	30	30	9
			3	23	32	33	10
Data Management and Probability	6	1	3	27	33	23	6
			4	29	36	25	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	1	6	10	40	35	3
			6	11	43	37	3
Overall Level of Achievement in Writing	6	1	6	10	37	33	8
			6	11	39	35	8
Overall Level of Achievement in Mathematics	6	1	4	15	38	31	5
			4	16	41	34	5

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

4	Schools with Grade 6 students	4%	In English as a Second Language Program				
4	Classes with Grade 6 students	1%	Exempted in all three subjects				
81	Grade 6 students	58%	Boys	41%	Girls	1%	Gender not specified
17%	Receiving special education support	8%	Of the students said they speak as often in English as in another language at home				
		1%	Of the students said they speak only or mostly in another language at home				

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	2	10	6	6	36	40	0
			7	7	41	45	0
Communication	2	10	2	1	41	41	2
			3	1	46	46	3
Organization of Ideas	2	10	7	9	43	27	1
			8	10	49	31	1
Application of Language Conventions	2	10	21	14	28	22	2
			24	15	32	25	3
Writing							
Reasoning	1	11	0	12	38	35	2
			0	14	44	39	3
Communication	1	11	0	12	37	35	4
			0	14	42	39	4
Organization of Ideas	1	11	0	15	36	33	4
			0	17	41	38	4
Application of Language Conventions	1	11	0	15	28	42	2
			0	17	32	48	3
Mathematics Categories							
Problem Solving	1	10	2	28	38	16	4
			3	32	43	18	4
Understanding of Concepts	1	10	0	33	38	15	2
			0	38	43	17	3
Application of Mathematical Procedures	1	10	1	22	33	31	1
			1	25	38	35	1
Communication of Required Knowledge	1	10	2	30	43	14	0
			3	33	49	15	0
Mathematics Strands							
Number Sense and Numeration	1	10	10	30	28	17	4
			11	33	32	19	4
Geometry and Spatial Sense	1	10	5	32	36	15	1
			6	36	40	17	1
Measurement	1	10	5	40	27	15	2
			6	44	31	17	3
Patterning and Algebra	1	10	4	27	30	25	4
			4	31	33	28	4
Data Management and Probability	1	10	6	31	30	20	2
			7	35	33	22	3
Overall Levels of Achievement							
Overall Level of Achievement in Reading	2	10	1	12	41	28	5
			1	14	46	32	6
Overall Level of Achievement in Writing	1	11	0	14	32	40	2
			0	15	37	45	3
Overall Level of Achievement in Mathematics	1	10	1	22	32	30	4
			1	25	36	33	4

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

28	Schools with Grade 6 students	1%	In English as a Second Language Program
51	Classes with Grade 6 students	3%	Exempted in all three subjects
945	Grade 6 students	48%	Boys 49% Girls 2% Gender not specified
15%	Receiving special education support	3%	Of the students said they speak as often in English as in another language at home
		0%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	3	1	2	6	41	42	6
			2	6	43	43	6
Communication	3	1	1	4	36	47	8
			1	4	38	49	9
Organization of Ideas	3	1	2	11	43	35	5
			2	12	45	36	5
Application of Language Conventions	3	1	11	18	33	29	6
			11	19	34	30	6
Writing							
Reasoning	3	1	3	9	40	36	8
			3	9	42	38	8
Communication	3	1	3	10	38	36	10
			3	10	39	38	10
Organization of Ideas	3	1	3	9	39	37	9
			3	9	40	38	9
Application of Language Conventions	3	1	3	10	37	37	9
			3	10	38	39	10
Mathematics Categories							
Problem Solving	3	1	1	17	36	35	8
			1	17	37	36	8
Understanding of Concepts	3	1	1	20	39	31	5
			1	21	40	32	6
Application of Mathematical Procedures	3	1	1	14	31	41	9
			1	15	32	43	9
Communication of Required Knowledge	3	1	2	19	40	29	7
			2	19	42	30	7
Mathematics Strands							
Number Sense and Numeration	3	1	2	16	30	31	18
			2	16	31	32	18
Geometry and Spatial Sense	3	1	1	26	35	27	8
			1	27	36	28	8
Measurement	3	1	3	22	31	30	10
			3	23	33	31	10
Patterning and Algebra	3	1	2	17	28	34	16
			2	17	29	35	16
Data Management and Probability	3	1	2	20	34	31	10
			2	20	35	32	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	1	3	8	38	41	6
			4	8	39	43	6
Overall Level of Achievement in Writing	3	1	3	8	37	39	10
			3	8	39	40	10
Overall Level of Achievement in Mathematics	3	1	2	10	33	40	11
			3	10	35	41	11

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

62	Schools with Grade 6 students	1%	In English as a Second Language Program
105	Classes with Grade 6 students	2%	Exempted in all three subjects
1992	Grade 6 students	49%	Boys 46% Girls 5% Gender not specified
22%	Receiving special education support	3%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	3	1	3	8	43	38	5
			3	8	44	39	5
Communication	3	1	0	5	40	44	7
			0	5	41	46	7
Organization of Ideas	3	1	2	13	45	32	4
			2	14	46	33	5
Application of Language Conventions	3	1	16	20	30	27	4
			17	20	31	28	4
Writing							
Reasoning	2	0	4	13	42	31	7
			4	13	44	32	7
Communication	2	0	4	12	42	32	7
			4	12	43	33	8
Organization of Ideas	2	0	4	12	43	32	6
			4	13	44	33	6
Application of Language Conventions	2	0	4	13	40	34	7
			4	13	41	35	7
Mathematics Categories							
Problem Solving	3	1	1	23	42	26	5
			1	23	43	27	6
Understanding of Concepts	3	1	1	26	43	22	4
			1	27	45	23	4
Application of Mathematical Procedures	3	1	2	18	38	34	6
			2	18	39	35	6
Communication of Required Knowledge	3	1	2	27	41	22	4
			3	28	42	23	4
Mathematics Strands							
Number Sense and Numeration	3	1	4	23	34	25	10
			4	24	35	26	11
Geometry and Spatial Sense	3	1	1	34	39	19	4
			1	35	40	20	4
Measurement	3	1	6	32	32	23	4
			6	33	33	24	4
Patterning and Algebra	3	1	1	24	30	32	10
			2	24	31	33	10
Data Management and Probability	3	1	3	24	36	28	6
			3	25	37	29	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	0	4	11	41	35	6
			4	11	42	36	6
Overall Level of Achievement in Writing	2	0	4	11	41	34	7
			4	11	43	35	7
Overall Level of Achievement in Mathematics	3	0	3	15	40	32	8
			3	15	41	33	8

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

51	Schools with Grade 6 students	3%	In English as a Second Language Program
91	Classes with Grade 6 students	4%	Exempted in all three subjects
1585	Grade 6 students	52%	Boys 47% Girls 1% Gender not specified
17%	Receiving special education support	3%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	6	1	2	10	38	37	5
			3	11	41	40	6
Communication	6	1	1	6	38	41	7
			1	7	40	44	8
Organization of Ideas	6	1	2	16	39	33	4
			3	17	41	35	4
Application of Language Conventions	6	1	14	17	27	29	6
			15	19	29	31	7
Writing							
Reasoning	5	1	2	14	41	30	7
			2	15	43	32	7
Communication	5	1	2	15	37	32	8
			2	16	39	34	9
Organization of Ideas	5	1	2	15	37	33	7
			2	16	39	35	7
Application of Language Conventions	5	1	2	16	35	33	8
			2	17	37	35	8
Mathematics Categories							
Problem Solving	5	1	1	22	38	27	6
			1	23	40	29	7
Understanding of Concepts	5	1	1	25	39	24	5
			1	27	41	25	5
Application of Mathematical Procedures	5	1	1	19	36	32	7
			1	20	38	34	7
Communication of Required Knowledge	5	1	2	26	37	24	6
			3	27	39	25	6
Mathematics Strands							
Number Sense and Numeration	5	1	4	25	30	23	12
			5	27	32	25	12
Geometry and Spatial Sense	5	1	1	35	34	18	5
			1	37	36	19	5
Measurement	5	1	3	32	28	25	6
			3	34	30	26	6
Patterning and Algebra	5	1	2	22	29	31	11
			2	24	30	33	11
Data Management and Probability	5	1	3	27	32	27	6
			3	28	34	28	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	1	3	10	35	39	8
			3	11	37	41	8
Overall Level of Achievement in Writing	5	1	2	13	37	34	8
			2	14	39	36	9
Overall Level of Achievement in Mathematics	5	1	2	16	36	31	10
			2	17	38	33	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

46	Schools with Grade 6 students	1%	In English as a Second Language Program				
81	Classes with Grade 6 students	4%	Exempted in all three subjects				
1561	Grade 6 students	51%	Boys	48%	Girls	1%	Gender not specified
17%	Receiving special education support	8%	Of the students said they speak as often in English as in another language at home				
		7%	Of the students said they speak only or mostly in another language at home				

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	0	1	4	34	45	11
			1	4	36	48	11
Communication	5	0	0	2	29	48	14
			0	2	31	51	15
Organization of Ideas	5	0	0	7	40	38	9
			0	8	42	40	9
Application of Language Conventions	5	0	6	15	27	37	9
			7	16	29	39	10
Writing							
Reasoning	5	0	1	9	38	36	11
			1	10	40	38	11
Communication	5	0	1	8	37	37	11
			1	9	39	39	12
Organization of Ideas	5	0	1	8	38	37	10
			1	9	40	39	11
Application of Language Conventions	5	0	1	9	35	39	11
			1	10	37	41	11
Mathematics Categories							
Problem Solving	5	0	0	12	35	35	11
			0	13	37	37	12
Understanding of Concepts	5	0	0	15	37	34	8
			0	16	39	36	9
Application of Mathematical Procedures	5	0	1	10	31	42	11
			1	10	33	44	12
Communication of Required Knowledge	5	0	1	15	38	31	9
			1	16	40	33	9
Mathematics Strands							
Number Sense and Numeration	5	0	1	12	28	34	19
			1	13	30	36	20
Geometry and Spatial Sense	5	0	0	20	34	30	10
			0	21	36	32	10
Measurement	5	0	2	19	29	33	12
			2	20	31	35	13
Patterning and Algebra	5	0	1	14	26	37	16
			1	15	27	39	17
Data Management and Probability	5	0	1	17	30	36	11
			1	18	31	38	12
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	0	2	6	32	44	11
			2	6	34	47	11
Overall Level of Achievement in Writing	5	0	1	7	36	39	11
			1	7	38	42	12
Overall Level of Achievement in Mathematics	5	0	2	7	30	40	16
			2	7	32	42	17

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

39	Schools with Grade 6 students	0%	In English as a Second Language Program
52	Classes with Grade 6 students	4%	Exempted in all three subjects
1037	Grade 6 students	52%	Boys 48% Girls 0% Gender not specified
18%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	1	5	8	46	33	2
			5	9	49	35	2
Communication	5	1	1	6	42	41	4
			1	6	45	44	4
Organization of Ideas	5	1	4	17	46	25	2
			4	18	49	26	2
Application of Language Conventions	5	1	21	17	30	24	2
			22	18	32	26	2
Writing							
Reasoning	5	1	4	15	42	28	5
			4	16	44	30	5
Communication	5	1	4	14	41	30	6
			4	14	43	31	6
Organization of Ideas	5	1	4	14	40	30	5
			4	15	43	32	5
Application of Language Conventions	5	1	4	14	40	31	5
			4	15	42	33	5
Mathematics Categories							
Problem Solving	5	1	1	25	40	24	3
			2	27	43	26	3
Understanding of Concepts	5	1	2	28	41	21	2
			2	30	43	23	2
Application of Mathematical Procedures	5	1	1	20	38	30	5
			1	22	40	32	5
Communication of Required Knowledge	5	1	3	30	38	20	3
			3	32	40	21	3
Mathematics Strands							
Number Sense and Numeration	5	1	9	27	29	21	9
			9	28	31	22	9
Geometry and Spatial Sense	5	1	1	35	36	18	4
			1	37	39	19	4
Measurement	5	1	6	37	30	18	3
			6	40	32	19	3
Patterning and Algebra	5	1	3	24	32	26	8
			3	26	34	28	9
Data Management and Probability	5	1	2	27	34	26	4
			2	29	37	28	4
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	1	3	11	43	34	4
			3	11	46	36	4
Overall Level of Achievement in Writing	5	1	4	12	41	31	6
			4	13	44	33	6
Overall Level of Achievement in Mathematics	5	1	2	15	41	30	5
			2	16	44	32	6

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

46	Schools with Grade 6 students	1%	In English as a Second Language Program				
72	Classes with Grade 6 students	1%	Exempted in all three subjects				
1583	Grade 6 students	50%	Boys	49%	Girls	1%	Gender not specified
13%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home				
		3%	Of the students said they speak only or mostly in another language at home				

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	1	0	2	6	36	47	8
			2	6	36	48	8
Communication	1	0	1	4	31	50	13
			1	4	31	51	14
Organization of Ideas	1	0	2	10	40	39	7
			2	11	41	40	7
Application of Language Conventions	1	0	10	16	31	36	7
			10	16	31	36	7
Writing							
Reasoning	1	0	3	10	41	36	9
			3	10	41	36	9
Communication	1	0	3	10	37	38	11
			3	10	37	39	11
Organization of Ideas	1	0	3	10	39	37	10
			3	10	39	37	10
Application of Language Conventions	1	0	3	10	37	39	10
			3	10	37	40	10
Mathematics Categories							
Problem Solving	1	0	1	18	40	31	9
			1	18	40	31	9
Understanding of Concepts	1	0	1	22	40	29	7
			1	22	41	29	7
Application of Mathematical Procedures	1	0	1	15	34	38	10
			1	15	34	39	10
Communication of Required Knowledge	1	0	3	21	41	28	7
			3	21	41	28	7
Mathematics Strands							
Number Sense and Numeration	1	0	3	17	31	30	18
			3	17	32	30	18
Geometry and Spatial Sense	1	0	1	25	40	26	7
			1	25	40	26	8
Measurement	1	0	3	27	31	30	8
			3	28	32	30	8
Patterning and Algebra	1	0	1	21	30	34	14
			1	21	30	34	14
Data Management and Probability	1	0	2	20	32	36	9
			2	20	33	36	9
Overall Levels of Achievement							
Overall Level of Achievement in Reading	1	0	4	7	36	43	9
			4	8	36	44	9
Overall Level of Achievement in Writing	1	0	3	8	37	39	11
			3	8	38	39	11
Overall Level of Achievement in Mathematics	1	0	3	12	35	39	10
			3	12	35	40	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

12	Schools with Grade 6 students	4%	In English as a Second Language Program		
16	Classes with Grade 6 students	4%	Exempted in all three subjects		
257	Grade 6 students	51%	Boys	48% Girls	0% Gender not specified
24%	Receiving special education support	5%	Of the students said they speak as often in English as in another language at home		
		3%	Of the students said they speak only or mostly in another language at home		

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	4	0	2	7	50	33	4
			2	7	53	34	4
Communication	4	0	1	5	46	37	6
			1	5	48	39	7
Organization of Ideas	4	0	3	14	49	27	3
			3	15	51	28	3
Application of Language Conventions	4	0	13	26	28	24	5
			13	27	29	25	5
Writing							
Reasoning	5	0	2	9	51	28	5
			2	9	54	30	5
Communication	5	0	2	8	49	30	6
			2	9	51	32	6
Organization of Ideas	5	0	2	8	51	28	6
			2	9	53	30	6
Application of Language Conventions	5	0	2	11	46	30	6
			2	11	49	32	6
Mathematics Categories							
Problem Solving	5	0	2	23	41	23	5
			2	25	43	25	5
Understanding of Concepts	5	0	3	30	39	19	5
			3	31	41	20	5
Application of Mathematical Procedures	5	0	2	21	37	28	6
			2	22	40	29	7
Communication of Required Knowledge	5	0	4	28	40	19	3
			5	29	43	20	3
Mathematics Strands							
Number Sense and Numeration	5	0	7	24	30	21	13
			7	25	31	23	14
Geometry and Spatial Sense	5	0	2	33	38	17	4
			2	35	40	18	4
Measurement	5	0	4	36	27	22	5
			5	38	29	23	5
Patterning and Algebra	5	0	2	28	30	25	10
			2	29	32	26	11
Data Management and Probability	5	0	2	25	37	27	4
			2	26	40	29	4
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	0	3	11	47	29	5
			3	12	49	31	5
Overall Level of Achievement in Writing	5	0	2	7	49	31	6
			2	7	52	33	6
Overall Level of Achievement in Mathematics	5	0	3	15	42	30	5
			3	16	44	31	5

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

11	Schools with Grade 6 students	0%	In English as a Second Language Program				
15	Classes with Grade 6 students	4%	Exempted in all three subjects				
253	Grade 6 students	48%	Boys	52%	Girls	0%	Gender not specified
13%	Receiving special education support	8%	Of the students said they speak as often in English as in another language at home				
		3%	Of the students said they speak only or mostly in another language at home				

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	4	2	5	13	45	28	3
			5	14	48	30	3
Communication	4	2	1	9	46	36	2
			1	10	48	38	3
Organization of Ideas	4	2	4	19	48	22	3
			4	20	50	23	3
Application of Language Conventions	4	2	20	24	28	19	4
			21	25	30	20	4
Writing							
Reasoning	4	1	4	15	45	27	4
			4	16	47	29	4
Communication	4	1	4	13	45	29	5
			4	14	47	30	5
Organization of Ideas	4	1	4	15	43	30	4
			4	16	45	31	4
Application of Language Conventions	4	1	4	11	43	32	4
			4	12	46	34	5
Mathematics Categories							
Problem Solving	4	2	2	39	35	17	2
			2	41	37	18	2
Understanding of Concepts	4	2	2	38	39	14	2
			2	41	41	15	2
Application of Mathematical Procedures	4	2	2	30	38	23	2
			2	32	40	24	3
Communication of Required Knowledge	4	2	6	41	33	12	2
			6	43	35	13	3
Mathematics Strands							
Number Sense and Numeration	4	2	8	34	27	18	8
			8	36	28	19	8
Geometry and Spatial Sense	4	2	2	44	32	14	2
			3	46	33	15	3
Measurement	4	2	6	44	28	14	3
			6	47	29	15	3
Patterning and Algebra	4	2	4	31	29	25	6
			4	33	31	26	6
Data Management and Probability	4	2	5	43	29	16	2
			5	46	31	17	2
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	2	3	15	45	27	5
			3	16	48	28	5
Overall Level of Achievement in Writing	4	1	4	11	45	31	4
			4	12	47	32	4
Overall Level of Achievement in Mathematics	4	2	1	25	42	23	4
			1	26	44	24	4

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

4	Schools with Grade 6 students	0%	In English as a Second Language Program
8	Classes with Grade 6 students	4%	Exempted in all three subjects
160	Grade 6 students	54% Boys	46% Girls 0% Gender not specified
12%	Receiving special education support	1%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	4	0	1	9	47	34	5
			1	9	49	36	5
Communication	4	0	0	7	33	50	7
			0	7	34	52	7
Organization of Ideas	4	0	3	16	43	31	4
			3	16	45	32	5
Application of Language Conventions	4	0	13	17	36	24	6
			14	18	37	25	6
Writing							
Reasoning	4	0	2	14	41	33	6
			2	15	43	34	6
Communication	4	0	2	10	42	36	7
			2	10	44	37	7
Organization of Ideas	4	0	2	13	43	34	5
			2	14	44	35	5
Application of Language Conventions	4	0	2	11	38	40	6
			2	12	39	42	6
Mathematics Categories							
Problem Solving	4	0	0	18	43	30	6
			0	19	44	31	6
Understanding of Concepts	4	0	0	24	46	21	4
			0	25	48	22	5
Application of Mathematical Procedures	4	0	1	19	33	38	7
			1	19	34	39	7
Communication of Required Knowledge	4	0	3	26	39	22	6
			3	27	41	23	6
Mathematics Strands							
Number Sense and Numeration	4	0	4	18	28	27	19
			4	19	29	28	20
Geometry and Spatial Sense	4	0	0	34	36	23	4
			0	35	38	23	4
Measurement	4	0	3	32	32	21	8
			3	33	33	22	8
Patterning and Algebra	4	0	3	14	31	38	11
			3	14	32	39	12
Data Management and Probability	4	0	1	26	31	29	9
			1	27	32	31	9
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	0	1	11	33	46	5
			1	11	34	48	5
Overall Level of Achievement in Writing	4	0	2	11	39	39	6
			2	11	41	40	6
Overall Level of Achievement in Mathematics	4	0	1	9	39	38	9
			1	10	41	39	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

60	Schools with Grade 6 students	4%	In English as a Second Language Program				
105	Classes with Grade 6 students	4%	Exempted in all three subjects				
2405	Grade 6 students	51%	Boys	48%	Girls	1%	Gender not specified
18%	Receiving special education support	12%	Of the students said they speak as often in English as in another language at home				
		6%	Of the students said they speak only or mostly in another language at home				

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	0	2	5	36	45	7
			2	5	38	47	7
Communication	5	0	0	3	30	51	11
			0	3	32	54	11
Organization of Ideas	5	0	1	10	39	38	6
			2	11	41	40	6
Application of Language Conventions	5	0	13	14	30	32	6
			14	14	31	34	7
Writing							
Reasoning	4	0	3	7	36	39	10
			3	7	38	41	11
Communication	4	0	3	6	33	41	12
			3	6	35	43	12
Organization of Ideas	4	0	3	6	35	41	10
			3	7	36	43	11
Application of Language Conventions	4	0	3	6	32	42	11
			3	6	34	44	12
Mathematics Categories							
Problem Solving	5	0	1	18	39	29	7
			1	19	41	31	8
Understanding of Concepts	5	0	1	22	41	26	5
			1	23	43	28	5
Application of Mathematical Procedures	5	0	1	16	36	35	8
			1	16	38	36	8
Communication of Required Knowledge	5	0	3	20	40	26	7
			3	21	42	27	7
Mathematics Strands							
Number Sense and Numeration	5	0	5	23	30	24	13
			6	24	32	25	13
Geometry and Spatial Sense	5	0	1	29	37	23	6
			1	30	39	24	6
Measurement	5	0	4	30	30	26	5
			4	31	31	27	6
Patterning and Algebra	5	0	2	20	31	30	12
			2	21	33	32	13
Data Management and Probability	5	0	2	25	33	28	6
			3	26	35	30	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	0	2	6	34	44	9
			2	7	35	46	10
Overall Level of Achievement in Writing	4	0	3	5	33	43	11
			3	5	34	45	12
Overall Level of Achievement in Mathematics	5	0	2	11	38	34	10
			2	11	40	36	11

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

92	Schools with Grade 6 students	5%	In English as a Second Language Program			
223	Classes with Grade 6 students	3%	Exempted in all three subjects			
5141	Grade 6 students	50%	Boys	49%	Girls	1% Gender not specified
15%	Receiving special education support	12%	Of the students said they speak as often in English as in another language at home			
		7%	Of the students said they speak only or mostly in another language at home			

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	4	1	3	5	36	45	7
			3	5	38	47	7
Communication	4	1	1	3	32	48	11
			1	4	33	51	12
Organization of Ideas	4	1	2	10	39	38	6
			3	10	41	40	7
Application of Language Conventions	4	1	16	14	28	33	6
			16	14	29	34	7
Writing							
Reasoning	4	0	4	9	35	38	11
			5	9	36	39	11
Communication	4	0	4	7	32	40	12
			5	8	34	41	13
Organization of Ideas	4	0	4	8	32	40	11
			5	8	34	42	11
Application of Language Conventions	4	0	4	8	31	41	12
			5	8	32	43	13
Mathematics Categories							
Problem Solving	4	1	1	19	38	29	9
			1	20	40	30	9
Understanding of Concepts	4	1	1	22	39	27	6
			1	23	41	29	7
Application of Mathematical Procedures	4	1	2	16	34	36	9
			2	17	36	37	9
Communication of Required Knowledge	4	1	3	23	36	27	7
			3	24	38	28	7
Mathematics Strands							
Number Sense and Numeration	4	1	7	20	29	25	14
			7	21	31	26	15
Geometry and Spatial Sense	4	1	1	28	36	23	7
			2	30	37	24	7
Measurement	4	1	6	30	30	24	7
			6	31	32	25	7
Patterning and Algebra	4	1	2	19	30	32	14
			2	19	31	33	14
Data Management and Probability	4	1	3	22	34	29	8
			3	23	35	30	8
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	0	3	7	33	43	11
			3	7	34	45	11
Overall Level of Achievement in Writing	4	0	4	6	32	41	12
			5	7	33	43	13
Overall Level of Achievement in Mathematics	4	0	2	9	36	36	13
			2	10	37	37	14

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

84	Schools with Grade 6 students	6%	In English as a Second Language Program				
323	Classes with Grade 6 students	1%	Exempted in all three subjects				
7257	Grade 6 students	50%	Boys	48%	Girls	1%	Gender not specified
15%	Receiving special education support	15%	Of the students said they speak as often in English as in another language at home				
		9%	Of the students said they speak only or mostly in another language at home				

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	1	0	2	6	36	45	9
			2	6	37	46	9
Communication	1	0	1	4	32	49	13
			1	4	33	49	13
Organization of Ideas	1	0	2	11	39	38	9
			2	11	39	39	9
Application of Language Conventions	1	0	11	16	28	34	8
			11	17	28	35	9
Writing							
Reasoning	1	0	3	10	37	37	12
			3	10	38	37	12
Communication	1	0	3	10	35	37	13
			3	10	36	38	14
Organization of Ideas	1	0	3	10	36	37	12
			3	10	36	38	13
Application of Language Conventions	1	0	3	11	34	38	13
			3	11	35	39	13
Mathematics Categories							
Problem Solving	1	0	1	18	36	32	11
			1	18	37	33	11
Understanding of Concepts	1	0	1	20	39	30	9
			1	20	40	30	9
Application of Mathematical Procedures	1	0	1	14	33	38	12
			1	15	34	38	12
Communication of Required Knowledge	1	0	3	20	37	30	10
			3	20	38	30	10
Mathematics Strands							
Number Sense and Numeration	1	1	3	19	30	29	17
			3	19	30	29	18
Geometry and Spatial Sense	1	1	1	27	38	24	8
			1	28	39	24	8
Measurement	1	1	3	25	30	30	10
			3	25	31	31	10
Patterning and Algebra	1	1	2	19	29	32	16
			2	19	29	33	17
Data Management and Probability	1	1	2	21	33	31	11
			2	21	34	31	11
Overall Levels of Achievement							
Overall Level of Achievement in Reading	1	0	2	9	35	42	10
			2	9	36	43	10
Overall Level of Achievement in Writing	1	0	3	9	35	39	13
			3	9	35	39	13
Overall Level of Achievement in Mathematics	1	0	2	12	35	36	13
			2	12	36	37	14

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Peterborough Victoria Northumberland and Clarington CDSB (118) Grade 6 English

29	Schools with Grade 6 students	0%	In English as a Second Language Program
52	Classes with Grade 6 students	5%	Exempted in all three subjects
1027	Grade 6 students	49%	Boys 49% Girls 1% Gender not specified
21%	Receiving special education support	3%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	6	0	1	7	42	41	4
			1	7	44	43	4
Communication	6	0	0	4	37	46	7
			0	4	39	49	7
Organization of Ideas	6	0	1	12	48	30	3
			1	12	51	32	4
Application of Language Conventions	6	0	11	19	34	27	3
			11	20	36	29	4
Writing							
Reasoning	5	0	3	11	38	35	8
			3	11	40	37	9
Communication	5	0	3	10	36	38	9
			3	10	38	40	10
Organization of Ideas	5	0	3	10	38	36	9
			3	11	40	38	9
Application of Language Conventions	5	0	3	10	36	37	9
			3	10	38	39	9
Mathematics Categories							
Problem Solving	5	1	0	22	42	26	3
			0	23	45	28	3
Understanding of Concepts	5	1	0	26	44	22	2
			0	27	47	24	2
Application of Mathematical Procedures	5	1	1	18	37	35	4
			1	19	39	37	4
Communication of Required Knowledge	5	1	1	24	44	22	3
			1	26	46	23	3
Mathematics Strands							
Number Sense and Numeration	5	0	2	21	33	26	12
			3	22	35	28	13
Geometry and Spatial Sense	5	0	0	28	41	20	5
			0	30	44	21	5
Measurement	5	0	3	35	31	21	4
			3	37	33	23	4
Patterning and Algebra	5	0	1	22	32	29	10
			1	23	34	31	11
Data Management and Probability	5	0	2	24	36	28	6
			2	25	38	29	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	0	2	7	39	42	5
			2	7	41	45	5
Overall Level of Achievement in Writing	5	0	3	9	35	39	9
			3	9	37	41	10
Overall Level of Achievement in Mathematics	5	0	2	11	41	35	6
			2	11	43	37	6

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

37	Schools with Grade 6 students	0%	In English as a Second Language Program
55	Classes with Grade 6 students	2%	Exempted in all three subjects
1055	Grade 6 students	47%	Boys 50% Girls 4% Gender not specified
13%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	2	1	4	7	40	42	5
			4	7	41	43	5
Communication	2	1	1	5	36	46	9
			1	5	37	47	9
Organization of Ideas	2	1	3	12	44	35	4
			3	12	45	36	4
Application of Language Conventions	2	1	15	16	29	32	5
			15	17	30	33	5
Writing							
Reasoning	2	1	4	12	39	34	9
			4	12	40	35	9
Communication	2	1	4	11	39	34	10
			4	11	40	35	10
Organization of Ideas	2	1	4	12	40	33	8
			4	12	41	34	9
Application of Language Conventions	2	1	4	11	37	36	9
			4	12	38	37	9
Mathematics Categories							
Problem Solving	2	1	2	20	37	31	8
			2	20	38	32	9
Understanding of Concepts	2	1	1	21	40	29	6
			1	22	41	30	6
Application of Mathematical Procedures	2	1	2	14	35	38	8
			2	15	36	39	8
Communication of Required Knowledge	2	1	3	21	39	27	7
			3	22	40	28	7
Mathematics Strands							
Number Sense and Numeration	2	1	4	20	33	26	14
			4	21	34	27	14
Geometry and Spatial Sense	2	1	1	28	34	26	8
			1	29	35	27	8
Measurement	2	1	5	27	30	28	7
			5	27	31	29	8
Patterning and Algebra	2	1	2	18	32	33	13
			2	18	33	34	13
Data Management and Probability	2	1	3	22	33	29	11
			3	23	33	30	11
Overall Levels of Achievement							
Overall Level of Achievement in Reading	2	1	8	9	38	37	6
			8	9	39	38	6
Overall Level of Achievement in Writing	2	1	4	10	38	36	9
			4	10	39	37	10
Overall Level of Achievement in Mathematics	2	1	6	11	37	33	11
			6	11	38	34	11

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

10	Schools with Grade 6 students	0%	In English as a Second Language Program
15	Classes with Grade 6 students	4%	Exempted in all three subjects
211	Grade 6 students	46%	Boys 52% Girls 2% Gender not specified
18%	Receiving special education support	2%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	8	0	7	6	37	39	3
			7	7	40	42	4
Communication	8	0	3	7	36	41	6
			3	7	39	44	7
Organization of Ideas	8	0	4	12	42	28	5
			5	13	46	31	6
Application of Language Conventions	8	0	17	15	25	33	3
			18	16	27	36	3
Writing							
Reasoning	5	0	3	11	39	33	9
			3	11	41	35	9
Communication	5	0	3	11	36	34	11
			3	12	37	36	11
Organization of Ideas	5	0	3	12	38	32	10
			3	12	40	33	10
Application of Language Conventions	5	0	3	13	33	37	9
			3	14	34	39	9
Mathematics Categories							
Problem Solving	5	0	5	23	39	26	3
			5	24	41	27	3
Understanding of Concepts	5	0	3	27	42	20	2
			3	28	44	21	2
Application of Mathematical Procedures	5	0	3	20	36	34	2
			3	21	38	35	2
Communication of Required Knowledge	5	0	7	30	34	23	2
			7	32	35	24	2
Mathematics Strands							
Number Sense and Numeration	5	0	4	23	37	23	9
			4	24	39	24	9
Geometry and Spatial Sense	5	0	3	32	36	23	1
			3	34	38	24	1
Measurement	5	0	4	36	29	24	2
			4	38	30	25	2
Patterning and Algebra	5	0	2	24	31	30	8
			2	25	33	31	8
Data Management and Probability	5	0	8	25	27	30	5
			8	26	28	31	5
Overall Levels of Achievement							
Overall Level of Achievement in Reading	8	0	5	9	29	43	6
			5	10	31	46	7
Overall Level of Achievement in Writing	5	0	3	9	37	36	10
			3	9	39	38	10
Overall Level of Achievement in Mathematics	5	0	2	17	36	34	6
			2	17	38	36	6

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

19	Schools with Grade 6 students	0%	In English as a Second Language Program
28	Classes with Grade 6 students	5%	Exempted in all three subjects
419	Grade 6 students	50%	Boys 48% Girls 2% Gender not specified
11%	Receiving special education support	2%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reading							
Reasoning	6	0	3	5	39	41	6
			3	6	41	44	7
Communication	6	0	1	3	36	44	10
			1	3	38	47	11
Organization of Ideas	6	0	1	10	42	36	5
			1	10	45	38	6
Application of Language Conventions	6	0	11	12	30	33	7
			12	13	32	35	8
Writing							
Reasoning	6	0	1	8	33	42	10
			1	9	35	45	10
Communication	6	0	1	7	33	42	11
			1	7	36	45	11
Organization of Ideas	6	0	1	6	35	42	10
			1	7	37	45	10
Application of Language Conventions	6	0	1	7	32	44	11
			1	7	34	47	11
Mathematics Categories							
Problem Solving	5	0	1	19	41	29	4
			1	20	43	31	5
Understanding of Concepts	5	0	0	26	40	24	4
			1	27	43	25	4
Application of Mathematical Procedures	5	0	1	15	34	38	6
			1	16	36	41	6
Communication of Required Knowledge	5	0	2	24	41	24	3
			2	26	43	26	3
Mathematics Strands							
Number Sense and Numeration	5	0	3	20	33	29	10
			3	21	35	30	11
Geometry and Spatial Sense	5	0	0	29	36	25	5
			1	30	38	26	6
Measurement	5	0	2	27	30	28	7
			3	29	32	29	7
Patterning and Algebra	5	0	1	19	31	33	11
			1	20	33	35	11
Data Management and Probability	5	0	2	25	33	30	5
			2	27	35	32	5
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	0	1	5	36	42	10
			1	6	38	45	10
Overall Level of Achievement in Writing	6	0	1	5	32	44	11
			1	6	35	46	12
Overall Level of Achievement in Mathematics	5	0	1	11	37	38	9
			1	11	39	40	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

26	Schools with Grade 6 students	0%	In English as a Second Language Program
42	Classes with Grade 6 students	4%	Exempted in all three subjects
815	Grade 6 students	52%	Boys 48% Girls 1% Gender not specified
17%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		0%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	0	2	5	41	42	4
			2	6	43	44	4
Communication	5	0	1	3	38	46	7
			1	3	40	48	7
Organization of Ideas	5	0	2	11	46	33	4
			2	12	48	35	4
Application of Language Conventions	5	0	13	15	29	32	5
			14	16	31	33	6
Writing							
Reasoning	5	0	4	13	43	29	7
			4	14	45	30	7
Communication	5	0	4	11	41	30	9
			4	12	44	31	9
Organization of Ideas	5	0	4	12	42	29	7
			4	13	44	31	8
Application of Language Conventions	5	0	4	13	40	31	7
			4	13	42	33	7
Mathematics Categories							
Problem Solving	5	0	0	20	40	28	7
			0	21	42	30	7
Understanding of Concepts	5	0	0	23	41	26	5
			1	24	43	27	5
Application of Mathematical Procedures	5	0	1	15	37	33	8
			1	16	39	35	8
Communication of Required Knowledge	5	0	2	22	40	25	6
			2	24	43	26	6
Mathematics Strands							
Number Sense and Numeration	5	0	3	19	34	27	12
			3	20	36	29	13
Geometry and Spatial Sense	5	0	0	29	39	21	6
			1	30	41	22	6
Measurement	5	0	3	27	32	26	7
			3	28	34	27	7
Patterning and Algebra	5	0	1	19	33	34	9
			1	20	34	36	9
Data Management and Probability	5	0	2	21	37	28	7
			2	22	39	29	8
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	0	2	7	40	40	6
			2	8	42	42	6
Overall Level of Achievement in Writing	5	0	4	10	42	31	8
			4	11	45	32	8
Overall Level of Achievement in Mathematics	5	0	1	11	40	35	8
			2	11	42	37	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

80	Schools with Grade 6 students	1%	In English as a Second Language Program
193	Classes with Grade 6 students	4%	Exempted in all three subjects
3585	Grade 6 students	50%	Boys 49% Girls 1% Gender not specified
20%	Receiving special education support	3%	Of the students said they speak as often in English as in another language at home
		1%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	1	4	8	43	36	4
			4	9	45	38	4
Communication	5	1	1	6	40	42	6
			1	6	42	45	6
Organization of Ideas	5	1	3	15	45	28	3
			3	16	47	30	3
Application of Language Conventions	5	1	17	21	30	23	3
			18	22	32	25	3
Writing							
Reasoning	4	1	5	15	41	29	6
			5	15	43	31	6
Communication	4	1	5	14	39	31	6
			5	14	41	32	7
Organization of Ideas	4	1	5	15	39	30	6
			5	16	42	32	6
Application of Language Conventions	4	1	5	15	38	31	6
			5	16	40	33	6
Mathematics Categories							
Problem Solving	4	1	1	26	41	23	4
			1	27	43	24	4
Understanding of Concepts	4	1	1	28	41	22	3
			1	30	43	23	3
Application of Mathematical Procedures	4	1	1	20	38	31	5
			1	21	40	33	5
Communication of Required Knowledge	4	1	3	28	40	20	3
			3	29	42	22	4
Mathematics Strands							
Number Sense and Numeration	4	1	5	24	32	23	10
			6	26	34	24	10
Geometry and Spatial Sense	4	1	2	36	37	17	3
			2	37	39	18	3
Measurement	4	1	5	33	32	21	4
			5	34	34	22	4
Patterning and Algebra	4	1	2	25	33	27	9
			2	26	34	29	9
Data Management and Probability	4	1	3	29	34	25	5
			3	30	36	26	5
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	1	3	11	41	35	4
			3	12	43	37	5
Overall Level of Achievement in Writing	4	1	5	13	39	32	6
			5	13	41	34	7
Overall Level of Achievement in Mathematics	4	1	3	16	40	31	6
			3	17	42	32	6

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Simcoe Muskoka Catholic DSB (115) **Grade 6 English**

34	Schools with Grade 6 students	0%	In English as a Second Language Program
73	Classes with Grade 6 students	4%	Exempted in all three subjects
1357	Grade 6 students	49%	Boys 47% Girls 3% Gender not specified
14%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	1	3	7	40	41	5
			3	7	42	43	5
Communication	5	1	1	4	36	46	8
			1	4	38	48	8
Organization of Ideas	5	1	3	10	42	36	3
			3	11	45	38	4
Application of Language Conventions	5	1	12	15	29	33	5
			13	16	31	35	5
Writing							
Reasoning	4	1	4	12	37	33	8
			5	13	39	35	9
Communication	4	1	4	11	35	34	10
			5	12	37	36	10
Organization of Ideas	4	1	4	12	36	34	8
			5	13	38	36	9
Application of Language Conventions	4	1	4	13	34	35	8
			5	14	36	37	9
Mathematics Categories							
Problem Solving	5	1	1	21	39	28	6
			1	22	41	29	6
Understanding of Concepts	5	1	1	23	39	27	4
			1	24	42	29	4
Application of Mathematical Procedures	5	1	2	17	36	33	7
			2	18	38	35	7
Communication of Required Knowledge	5	1	3	25	39	23	4
			3	26	41	25	5
Mathematics Strands							
Number Sense and Numeration	5	1	3	17	29	31	15
			3	18	31	32	16
Geometry and Spatial Sense	5	1	1	27	37	25	5
			1	29	39	26	5
Measurement	5	1	5	29	32	25	5
			5	30	34	26	5
Patterning and Algebra	5	1	2	21	28	32	12
			2	22	30	34	12
Data Management and Probability	5	1	3	22	34	29	6
			3	24	36	31	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	0	4	8	38	40	6
			4	8	40	42	6
Overall Level of Achievement in Writing	4	1	4	10	35	36	9
			5	11	37	37	10
Overall Level of Achievement in Mathematics	5	1	3	12	37	34	9
			3	13	39	36	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

37	Schools with Grade 6 students	0%	In English as a Second Language Program
65	Classes with Grade 6 students	3%	Exempted in all three subjects
1089	Grade 6 students	49%	Boys 49% Girls 1% Gender not specified
19%	Receiving special education support	5%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	3	0	2	6	36	46	7
			2	6	38	48	7
Communication	3	0	0	4	33	50	11
			0	4	34	51	11
Organization of Ideas	3	0	1	12	41	38	6
			1	12	42	39	6
Application of Language Conventions	3	0	9	15	32	35	6
			10	15	33	36	6
Writing							
Reasoning	3	0	2	11	39	34	10
			2	12	41	35	10
Communication	3	0	2	11	37	36	10
			2	11	38	37	11
Organization of Ideas	3	0	2	11	38	36	9
			2	12	39	37	9
Application of Language Conventions	3	0	2	12	35	39	9
			2	12	36	40	9
Mathematics Categories							
Problem Solving	3	0	0	16	37	34	9
			0	17	39	35	9
Understanding of Concepts	3	0	0	19	41	30	6
			0	20	43	31	7
Application of Mathematical Procedures	3	0	0	12	34	39	10
			0	13	36	40	11
Communication of Required Knowledge	3	0	2	18	40	30	6
			2	19	42	31	7
Mathematics Strands							
Number Sense and Numeration	3	0	2	17	27	31	19
			3	17	28	32	20
Geometry and Spatial Sense	3	0	0	23	39	26	9
			0	24	40	27	9
Measurement	3	0	2	23	32	31	9
			2	24	33	32	10
Patterning and Algebra	3	0	0	17	30	33	16
			0	18	31	34	17
Data Management and Probability	3	0	1	17	34	34	11
			1	18	35	35	11
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	0	1	10	34	45	8
			1	10	35	46	8
Overall Level of Achievement in Writing	3	0	2	10	37	38	10
			2	10	38	39	10
Overall Level of Achievement in Mathematics	3	0	0	10	34	39	13
			0	11	36	41	13

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

23	Schools with Grade 6 students	0%	In English as a Second Language Program
30	Classes with Grade 6 students	1%	Exempted in all three subjects
592	Grade 6 students	51%	Boys 48% Girls 1% Gender not specified
16%	Receiving special education support	8%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	2	1	2	8	42	39	7
			2	8	43	40	7
Communication	2	1	0	5	41	42	10
			0	5	42	43	11
Organization of Ideas	2	1	2	15	46	29	6
			2	16	47	30	6
Application of Language Conventions	2	1	14	19	31	27	6
			14	20	32	28	6
Writing							
Reasoning	1	1	1	11	42	36	8
			1	11	43	37	8
Communication	1	1	1	11	39	37	10
			1	12	39	38	10
Organization of Ideas	1	1	1	12	39	38	8
			1	12	40	39	8
Application of Language Conventions	1	1	1	10	38	39	9
			1	11	39	40	9
Mathematics Categories							
Problem Solving	2	1	1	27	43	22	4
			1	28	44	23	5
Understanding of Concepts	2	1	1	31	44	20	2
			1	32	45	20	2
Application of Mathematical Procedures	2	1	1	21	42	29	5
			1	22	43	30	5
Communication of Required Knowledge	2	1	2	30	43	19	3
			2	31	44	20	3
Mathematics Strands							
Number Sense and Numeration	2	1	4	30	31	21	11
			4	31	32	22	11
Geometry and Spatial Sense	2	1	1	38	36	18	5
			1	39	37	18	5
Measurement	2	1	5	46	26	17	4
			5	47	26	17	4
Patterning and Algebra	2	1	1	26	34	26	10
			1	26	35	27	11
Data Management and Probability	2	1	1	33	37	20	6
			1	34	38	21	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	2	1	1	12	41	35	8
			1	13	42	36	8
Overall Level of Achievement in Writing	1	1	1	10	38	40	9
			1	10	39	41	9
Overall Level of Achievement in Mathematics	2	1	1	18	45	30	4
			1	18	46	31	4

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

9	Schools with Grade 6 students	0%	In English as a Second Language Program
11	Classes with Grade 6 students	1%	Exempted in all three subjects
108	Grade 6 students	48%	Boys 51% Girls 1% Gender not specified
25%	Receiving special education support	7%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	1	2	3	11	36	42	6
			3	11	37	43	6
Communication	1	2	1	9	35	46	6
			1	10	36	48	6
Organization of Ideas	1	2	2	14	46	32	3
			2	14	48	33	3
Application of Language Conventions	1	2	6	31	39	17	5
			7	31	40	17	5
Writing							
Reasoning	1	2	3	18	44	30	3
			3	18	46	30	3
Communication	1	2	3	14	44	31	5
			3	14	46	32	5
Organization of Ideas	1	2	3	15	43	33	4
			3	15	44	34	4
Application of Language Conventions	1	2	3	15	44	31	5
			3	15	46	31	5
Mathematics Categories							
Problem Solving	1	3	1	17	45	26	7
			1	17	47	27	8
Understanding of Concepts	1	3	1	17	55	21	3
			1	17	57	22	3
Application of Mathematical Procedures	1	3	1	14	43	35	4
			1	14	44	37	4
Communication of Required Knowledge	1	3	1	22	45	25	3
			1	23	47	26	3
Mathematics Strands							
Number Sense and Numeration	1	2	2	12	34	34	15
			2	12	35	35	15
Geometry and Spatial Sense	1	2	1	21	37	32	6
			1	22	38	33	6
Measurement	1	2	2	26	42	21	6
			2	27	43	22	7
Patterning and Algebra	1	2	2	18	32	39	6
			2	18	33	40	7
Data Management and Probability	1	2	2	18	39	31	7
			2	18	40	32	8
Overall Levels of Achievement							
Overall Level of Achievement in Reading	1	2	2	15	42	35	4
			2	15	43	36	4
Overall Level of Achievement in Writing	1	2	3	13	44	32	6
			3	13	45	33	6
Overall Level of Achievement in Mathematics	1	2	2	8	44	34	8
			2	9	46	35	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

10	Schools with Grade 6 students	1%	In English as a Second Language Program
13	Classes with Grade 6 students	6%	Exempted in all three subjects
184	Grade 6 students	55%	Boys 44% Girls 1% Gender not specified
16%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		0%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	6	2	7	11	50	23	2
			7	12	54	25	2
Communication	6	2	1	8	48	33	2
			1	8	52	36	2
Organization of Ideas	6	2	4	19	43	26	1
			4	21	47	28	1
Application of Language Conventions	6	2	21	20	26	24	1
			22	22	28	26	1
Writing							
Reasoning	6	1	8	9	41	32	4
			8	9	44	34	5
Communication	6	1	8	7	39	33	7
			8	8	42	36	7
Organization of Ideas	6	1	8	8	41	32	4
			8	8	44	35	5
Application of Language Conventions	6	1	8	10	34	36	5
			8	11	36	39	6
Mathematics Categories							
Problem Solving	6	1	1	30	43	16	3
			1	32	47	17	3
Understanding of Concepts	6	1	1	34	40	15	3
			1	37	43	16	3
Application of Mathematical Procedures	6	1	1	21	38	26	7
			1	23	41	28	7
Communication of Required Knowledge	6	1	3	38	34	16	2
			3	41	36	18	2
Mathematics Strands							
Number Sense and Numeration	6	1	4	22	33	21	13
			4	24	36	22	14
Geometry and Spatial Sense	6	1	2	42	30	17	1
			2	45	33	19	1
Measurement	6	1	8	34	27	21	4
			8	37	29	22	4
Patterning and Algebra	6	1	2	28	26	28	10
			2	30	28	30	11
Data Management and Probability	6	1	3	28	31	24	7
			3	30	33	26	8
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	0	5	12	45	32	1
			5	13	47	34	1
Overall Level of Achievement in Writing	6	1	8	6	39	35	5
			8	6	42	38	5
Overall Level of Achievement in Mathematics	6	0	3	17	41	31	3
			3	18	43	33	3

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

141	Schools with Grade 6 students	3%	In English as a Second Language Program
268	Classes with Grade 6 students	2%	Exempted in all three subjects
5630	Grade 6 students	50%	Boys 49% Girls 1% Gender not specified
18%	Receiving special education support	5%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	3	1	2	7	41	41	6
			2	7	42	43	6
Communication	3	1	1	4	39	45	8
			1	4	40	46	8
Organization of Ideas	3	1	2	13	43	34	5
			2	13	44	35	5
Application of Language Conventions	3	1	14	17	29	31	6
			14	17	30	32	6
Writing							
Reasoning	2	1	3	12	40	34	8
			3	12	41	35	8
Communication	2	1	3	11	37	36	10
			3	12	38	37	10
Organization of Ideas	2	1	3	12	39	35	9
			3	12	40	36	9
Application of Language Conventions	2	1	3	12	35	38	9
			3	12	36	39	9
Mathematics Categories							
Problem Solving	2	1	1	20	37	30	8
			1	21	38	31	8
Understanding of Concepts	2	1	1	22	40	28	6
			1	23	41	29	6
Application of Mathematical Procedures	2	1	1	15	35	36	9
			2	16	36	37	9
Communication of Required Knowledge	2	1	3	23	38	27	6
			3	24	39	28	7
Mathematics Strands							
Number Sense and Numeration	2	1	4	19	32	28	14
			4	20	33	29	15
Geometry and Spatial Sense	2	1	1	29	36	25	7
			1	30	37	25	7
Measurement	2	1	4	26	30	28	8
			4	27	31	29	9
Patterning and Algebra	2	1	1	21	30	33	13
			1	21	31	34	13
Data Management and Probability	2	1	2	21	34	30	10
			3	22	35	31	10
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	0	2	9	37	42	7
			2	9	38	43	8
Overall Level of Achievement in Writing	2	1	3	10	37	38	9
			3	10	38	39	10
Overall Level of Achievement in Mathematics	2	0	2	12	35	36	12
			2	12	36	37	13

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

Board name: Thunder Bay Catholic DSB (149) **Grade 6 English**

16	Schools with Grade 6 students	1%	In English as a Second Language Program
25	Classes with Grade 6 students	2%	Exempted in all three subjects
556	Grade 6 students	53%	Boys 46% Girls 1% Gender not specified
13%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	2	1	2	6	43	42	5
			2	6	44	43	5
Communication	2	1	1	3	42	45	6
			1	3	44	46	6
Organization of Ideas	2	1	2	11	44	35	4
			2	11	46	36	5
Application of Language Conventions	2	1	11	17	32	32	5
			12	18	33	33	5
Writing							
Reasoning	2	1	5	12	40	34	7
			5	12	41	35	7
Communication	2	1	5	11	38	34	10
			5	11	39	35	10
Organization of Ideas	2	1	5	11	39	35	7
			5	11	40	36	8
Application of Language Conventions	2	1	5	11	37	37	8
			5	11	38	38	8
Mathematics Categories							
Problem Solving	2	1	1	19	42	29	7
			1	19	43	30	7
Understanding of Concepts	2	1	1	23	42	27	5
			1	24	43	28	5
Application of Mathematical Procedures	2	1	1	15	38	36	6
			1	16	39	37	7
Communication of Required Knowledge	2	1	2	26	39	25	5
			2	27	40	26	5
Mathematics Strands							
Number Sense and Numeration	2	1	5	22	30	28	13
			5	23	30	28	13
Geometry and Spatial Sense	2	1	2	28	37	23	7
			2	28	38	24	8
Measurement	2	1	4	30	31	25	7
			4	31	32	26	7
Patterning and Algebra	2	1	1	22	29	32	14
			1	22	30	33	15
Data Management and Probability	2	1	3	22	33	30	8
			4	23	34	31	9
Overall Levels of Achievement							
Overall Level of Achievement in Reading	2	1	4	6	42	40	5
			4	7	43	41	6
Overall Level of Achievement in Writing	2	1	5	10	38	36	9
			5	10	39	37	9
Overall Level of Achievement in Mathematics	2	1	2	12	41	34	9
			2	12	42	35	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

185	Schools with Grade 6 students	5%	In English as a Second Language Program
323	Classes with Grade 6 students	6%	Exempted in all three subjects
6738	Grade 6 students	49%	Boys 50% Girls 1% Gender not specified
16%	Receiving special education support	23%	Of the students said they speak as often in English as in another language at home
		13%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	7	1	2	6	34	41	8
			2	7	37	45	9
Communication	7	1	1	4	29	45	13
			1	5	32	49	14
Organization of Ideas	7	1	3	12	38	32	7
			3	13	42	35	7
Application of Language Conventions	7	1	15	16	26	28	7
			16	18	28	31	7
Writing							
Reasoning	7	1	3	9	37	34	10
			3	10	40	37	10
Communication	7	1	3	9	34	36	11
			3	9	37	38	12
Organization of Ideas	7	1	3	9	35	36	10
			3	10	37	38	11
Application of Language Conventions	7	1	3	9	32	38	10
			3	10	34	41	11
Mathematics Categories							
Problem Solving	7	1	1	20	34	29	9
			1	21	37	31	10
Understanding of Concepts	7	1	1	24	36	25	7
			1	26	39	27	7
Application of Mathematical Procedures	7	1	2	16	32	33	10
			2	18	35	35	10
Communication of Required Knowledge	7	1	3	22	36	24	8
			4	23	39	26	8
Mathematics Strands							
Number Sense and Numeration	7	1	5	20	27	24	16
			6	22	29	26	17
Geometry and Spatial Sense	7	1	1	29	35	21	7
			1	31	37	23	7
Measurement	7	1	5	27	27	26	8
			5	29	29	28	9
Patterning and Algebra	7	1	2	21	27	29	14
			2	22	29	31	15
Data Management and Probability	7	1	3	23	31	28	8
			3	25	33	30	9
Overall Levels of Achievement							
Overall Level of Achievement in Reading	7	0	4	9	34	37	8
			4	10	37	40	9
Overall Level of Achievement in Writing	7	1	3	8	33	37	11
			3	9	36	40	12
Overall Level of Achievement in Mathematics	7	0	4	14	33	32	11
			4	15	35	34	12

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

322	Schools with Grade 6 students	10%	In English as a Second Language Program
907	Classes with Grade 6 students	6%	Exempted in all three subjects
17800	Grade 6 students	50%	Boys 47% Girls 2% Gender not specified
18%	Receiving special education support	20%	Of the students said they speak as often in English as in another language at home
		15%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	7	1	3	6	34	41	8
			3	7	37	45	9
Communication	7	1	1	5	31	44	12
			1	5	33	48	13
Organization of Ideas	7	1	3	12	36	34	8
			3	13	39	37	8
Application of Language Conventions	7	1	14	15	25	31	8
			15	16	27	33	8
Writing							
Reasoning	6	1	4	10	34	33	12
			5	11	36	36	13
Communication	6	1	4	9	32	34	13
			5	10	35	37	14
Organization of Ideas	6	1	4	9	33	34	12
			5	10	36	37	13
Application of Language Conventions	6	1	4	10	31	35	12
			5	11	34	38	13
Mathematics Categories							
Problem Solving	6	1	1	17	32	31	12
			2	18	34	33	13
Understanding of Concepts	6	1	1	19	33	30	10
			2	21	36	32	10
Application of Mathematical Procedures	6	1	2	14	29	35	13
			2	15	31	38	14
Communication of Required Knowledge	6	1	4	19	32	28	10
			4	21	34	30	11
Mathematics Strands							
Number Sense and Numeration	6	1	4	17	25	27	21
			5	18	27	29	22
Geometry and Spatial Sense	6	1	1	24	33	25	10
			1	26	35	27	11
Measurement	6	1	4	22	27	29	11
			5	23	29	31	12
Patterning and Algebra	6	1	2	17	25	32	17
			2	18	27	35	19
Data Management and Probability	6	1	3	19	29	30	13
			3	21	31	32	14
Overall Levels of Achievement							
Overall Level of Achievement in Reading	7	1	4	9	32	38	10
			4	10	34	41	11
Overall Level of Achievement in Writing	6	1	4	8	32	35	13
			5	9	35	38	14
Overall Level of Achievement in Mathematics	6	1	3	11	28	34	17
			3	12	30	36	18

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

38	Schools with Grade 6 students	1%	In English as a Second Language Program
85	Classes with Grade 6 students	4%	Exempted in all three subjects
1534	Grade 6 students	51%	Boys 48% Girls 1% Gender not specified
19%	Receiving special education support	3%	Of the students said they speak as often in English as in another language at home
		0%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	1	3	9	41	37	4
			3	9	44	39	4
Communication	5	1	1	7	40	42	6
			1	7	42	44	6
Organization of Ideas	5	1	2	16	43	30	3
			2	16	46	32	3
Application of Language Conventions	5	1	15	19	28	28	4
			16	21	30	30	5
Writing							
Reasoning	4	1	4	15	41	28	6
			4	16	43	30	7
Communication	4	1	4	15	38	31	7
			4	16	40	32	8
Organization of Ideas	4	1	4	15	39	30	6
			4	16	42	32	6
Application of Language Conventions	4	1	4	16	36	32	6
			4	17	38	34	7
Mathematics Categories							
Problem Solving	5	1	2	25	38	25	6
			2	26	40	26	6
Understanding of Concepts	5	1	2	27	41	21	4
			2	29	43	22	4
Application of Mathematical Procedures	5	1	2	21	34	32	6
			2	22	36	34	6
Communication of Required Knowledge	5	1	4	26	39	22	4
			4	28	41	23	4
Mathematics Strands							
Number Sense and Numeration	5	1	3	22	32	26	11
			3	24	34	27	12
Geometry and Spatial Sense	5	1	1	33	37	19	4
			2	35	39	20	5
Measurement	5	1	5	30	33	22	4
			6	32	35	23	4
Patterning and Algebra	5	1	2	23	29	31	9
			2	25	31	33	10
Data Management and Probability	5	1	3	25	33	27	7
			4	26	35	29	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	1	3	11	39	36	6
			3	12	41	38	6
Overall Level of Achievement in Writing	4	1	4	13	39	31	7
			4	14	41	33	7
Overall Level of Achievement in Mathematics	5	1	2	16	36	34	7
			2	17	38	36	7

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

78	Schools with Grade 6 students	1%	In English as a Second Language Program
131	Classes with Grade 6 students	4%	Exempted in all three subjects
2648	Grade 6 students	52%	Boys 47% Girls 2% Gender not specified
18%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		2%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	1	3	9	39	37	5
			4	10	42	39	5
Communication	5	1	1	6	37	43	7
			1	6	40	46	7
Organization of Ideas	5	1	3	15	42	30	4
			3	16	44	32	5
Application of Language Conventions	5	1	17	19	26	27	5
			18	20	28	29	5
Writing							
Reasoning	5	1	4	13	39	31	8
			4	14	41	32	8
Communication	5	1	4	13	38	31	8
			4	14	40	33	9
Organization of Ideas	5	1	4	14	38	30	8
			4	15	40	32	9
Application of Language Conventions	5	1	4	13	36	33	8
			4	14	38	35	9
Mathematics Categories							
Problem Solving	6	1	2	23	38	25	5
			2	25	41	27	6
Understanding of Concepts	6	1	1	26	38	24	4
			1	28	41	25	4
Application of Mathematical Procedures	6	1	2	19	34	32	6
			2	20	37	35	6
Communication of Required Knowledge	6	1	4	25	38	23	4
			4	27	41	24	4
Mathematics Strands							
Number Sense and Numeration	6	1	5	23	33	22	11
			5	24	35	24	12
Geometry and Spatial Sense	6	1	1	32	35	22	4
			1	34	38	23	4
Measurement	6	1	6	30	29	23	5
			6	33	31	25	5
Patterning and Algebra	6	1	2	23	30	29	10
			2	24	33	31	10
Data Management and Probability	6	1	3	23	34	27	6
			3	25	37	28	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	1	3	10	37	37	7
			3	11	39	40	7
Overall Level of Achievement in Writing	5	1	4	12	38	32	8
			4	13	40	34	9
Overall Level of Achievement in Mathematics	6	1	2	13	37	34	8
			2	14	39	36	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

55	Schools with Grade 6 students	2%	In English as a Second Language Program
110	Classes with Grade 6 students	4%	Exempted in all three subjects
2386	Grade 6 students	50%	Boys 49% Girls 0% Gender not specified
19%	Receiving special education support	4%	Of the students said they speak as often in English as in another language at home
		3%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	4	0	1	6	36	46	7
			2	6	37	48	8
Communication	4	0	0	3	34	48	11
			0	3	35	50	11
Organization of Ideas	4	0	1	9	39	39	7
			2	9	41	41	7
Application of Language Conventions	4	0	10	14	29	35	7
			11	15	30	37	7
Writing							
Reasoning	4	0	3	9	38	37	9
			3	9	40	38	10
Communication	4	0	3	8	35	38	11
			3	9	37	40	12
Organization of Ideas	4	0	3	8	36	38	10
			3	9	38	40	11
Application of Language Conventions	4	0	3	10	33	41	10
			3	10	34	42	11
Mathematics Categories							
Problem Solving	4	1	1	15	36	34	10
			1	16	38	35	10
Understanding of Concepts	4	1	1	18	38	31	8
			1	19	40	32	8
Application of Mathematical Procedures	4	1	1	13	32	40	11
			1	13	33	41	11
Communication of Required Knowledge	4	1	2	18	38	31	8
			2	19	40	32	8
Mathematics Strands							
Number Sense and Numeration	4	1	2	15	29	32	18
			2	16	30	33	19
Geometry and Spatial Sense	4	1	1	24	37	26	8
			1	25	38	27	9
Measurement	4	1	3	21	31	31	9
			3	22	33	32	10
Patterning and Algebra	4	1	1	16	28	32	18
			1	17	30	34	19
Data Management and Probability	4	1	1	17	33	32	12
			1	18	34	34	13
Overall Levels of Achievement							
Overall Level of Achievement in Reading	4	0	2	6	35	43	9
			2	6	36	45	10
Overall Level of Achievement in Writing	4	0	3	7	35	40	11
			3	8	36	42	12
Overall Level of Achievement in Mathematics	4	0	2	8	32	38	15
			2	9	34	40	15

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

46	Schools with Grade 6 students	4%	In English as a Second Language Program
79	Classes with Grade 6 students	5%	Exempted in all three subjects
1645	Grade 6 students	48%	Boys 50% Girls 1% Gender not specified
17%	Receiving special education support	10%	Of the students said they speak as often in English as in another language at home
		5%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	6	1	1	5	36	44	7
			1	5	39	48	7
Communication	6	1	0	2	30	50	11
			0	2	32	54	12
Organization of Ideas	6	1	1	8	40	39	6
			1	9	43	42	6
Application of Language Conventions	6	1	8	16	32	32	6
			9	17	34	34	6
Writing							
Reasoning	6	0	2	10	36	37	9
			2	11	39	39	10
Communication	6	0	2	10	33	39	11
			2	11	35	41	11
Organization of Ideas	6	0	2	10	35	39	9
			2	11	37	41	10
Application of Language Conventions	6	0	2	10	34	39	10
			2	10	36	42	10
Mathematics Categories							
Problem Solving	6	1	0	16	43	28	7
			1	17	46	30	7
Understanding of Concepts	6	1	0	20	43	27	5
			0	21	45	28	5
Application of Mathematical Procedures	6	1	1	13	37	35	8
			1	14	40	37	8
Communication of Required Knowledge	6	1	2	18	44	26	5
			2	19	46	28	6
Mathematics Strands							
Number Sense and Numeration	6	0	2	17	33	28	13
			2	18	35	30	14
Geometry and Spatial Sense	6	0	1	27	38	24	6
			1	28	40	25	6
Measurement	6	0	2	25	33	26	7
			2	27	36	27	7
Patterning and Algebra	6	0	1	19	30	33	11
			1	21	32	35	12
Data Management and Probability	6	0	1	19	36	31	7
			1	20	39	33	8
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	0	1	7	36	43	8
			1	7	38	46	8
Overall Level of Achievement in Writing	6	0	2	9	34	40	10
			2	9	36	43	11
Overall Level of Achievement in Mathematics	6	0	1	10	39	35	9
			1	11	41	38	10

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

74	Schools with Grade 6 students	6%	In English as a Second Language Program
173	Classes with Grade 6 students	3%	Exempted in all three subjects
3915	Grade 6 students	49% Boys	49% Girls 2% Gender not specified
16%	Receiving special education support	7%	Of the students said they speak as often in English as in another language at home
		7%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	5	1	3	7	38	42	5
			3	8	40	44	6
Communication	5	1	1	4	34	47	8
			1	5	36	50	9
Organization of Ideas	5	1	2	11	40	35	6
			2	12	42	37	6
Application of Language Conventions	5	1	15	17	26	30	6
			16	18	28	32	6
Writing							
Reasoning	5	1	3	9	39	33	9
			3	10	41	36	10
Communication	5	1	3	9	37	35	10
			3	10	39	37	11
Organization of Ideas	5	1	3	10	37	35	9
			3	11	39	37	10
Application of Language Conventions	5	1	3	10	34	37	10
			3	11	37	39	11
Mathematics Categories							
Problem Solving	4	1	1	20	40	28	6
			2	21	42	29	7
Understanding of Concepts	4	1	1	22	40	27	5
			1	24	42	28	5
Application of Mathematical Procedures	4	1	2	17	35	35	8
			2	18	36	37	8
Communication of Required Knowledge	4	1	3	22	38	27	6
			3	24	39	28	6
Mathematics Strands							
Number Sense and Numeration	4	1	5	23	31	24	11
			5	25	33	26	12
Geometry and Spatial Sense	4	1	1	30	38	21	5
			1	31	40	22	5
Measurement	4	1	5	30	30	25	6
			5	31	32	26	6
Patterning and Algebra	4	1	2	21	30	31	11
			2	22	31	33	12
Data Management and Probability	4	1	3	25	35	27	6
			3	26	36	28	6
Overall Levels of Achievement							
Overall Level of Achievement in Reading	5	1	3	8	36	40	7
			3	9	38	42	8
Overall Level of Achievement in Writing	5	1	3	8	36	37	10
			3	9	38	39	11
Overall Level of Achievement in Mathematics	4	1	2	11	37	34	11
			2	12	39	36	12

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

16	Schools with Grade 6 students	0%	In English as a Second Language Program
24	Classes with Grade 6 students	5%	Exempted in all three subjects
512	Grade 6 students	49%	Boys 48% Girls 3% Gender not specified
18%	Receiving special education support	6%	Of the students said they speak as often in English as in another language at home
		5%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	6	1	1	3	32	49	8
			1	3	35	53	9
Communication	6	1	0	2	26	53	13
			0	2	28	56	14
Organization of Ideas	6	1	2	6	34	43	9
			2	7	36	46	9
Application of Language Conventions	6	1	7	10	27	41	8
			7	11	29	44	8
Writing							
Reasoning	5	1	7	5	36	38	9
			8	6	38	40	9
Communication	5	1	7	4	32	41	10
			8	5	34	43	10
Organization of Ideas	5	1	7	5	32	41	9
			8	5	34	44	10
Application of Language Conventions	5	1	7	5	30	41	11
			8	6	32	43	11
Mathematics Categories							
Problem Solving	7	1	0	11	38	33	11
			0	12	41	35	12
Understanding of Concepts	7	1	0	13	40	32	7
			0	15	43	35	8
Application of Mathematical Procedures	7	1	0	10	32	40	11
			0	11	35	43	11
Communication of Required Knowledge	7	1	1	13	40	32	8
			1	14	43	34	9
Mathematics Strands							
Number Sense and Numeration	7	1	1	11	29	34	17
			1	12	31	37	19
Geometry and Spatial Sense	7	1	0	18	37	29	8
			0	20	40	31	9
Measurement	7	1	4	17	32	31	9
			4	18	35	33	10
Patterning and Algebra	7	1	1	11	28	37	16
			1	12	30	39	17
Data Management and Probability	7	1	1	16	29	33	13
			1	17	31	36	14
Overall Levels of Achievement							
Overall Level of Achievement in Reading	6	1	0	5	29	48	12
			0	5	30	51	13
Overall Level of Achievement in Writing	5	1	7	4	31	43	10
			8	4	32	45	11
Overall Level of Achievement in Mathematics	7	1	0	5	31	40	16
			0	6	33	43	18

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

50	Schools with Grade 6 students	2%	In English as a Second Language Program				
93	Classes with Grade 6 students	5%	Exempted in all three subjects				
1874	Grade 6 students	48%	Boys	48%	Girls	3%	Gender not specified
16%	Receiving special education support	8%	Of the students said they speak as often in English as in another language at home				
		5%	Of the students said they speak only or mostly in another language at home				

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	7	0	3	7	39	38	6
			3	8	42	41	6
Communication	7	0	1	5	36	44	7
			1	5	39	47	8
Organization of Ideas	7	0	3	12	44	29	4
			3	13	48	31	5
Application of Language Conventions	7	0	14	17	29	27	5
			15	18	31	29	5
Writing							
Reasoning	6	0	3	12	41	31	7
			3	12	44	33	8
Communication	6	0	3	12	38	33	9
			3	13	40	35	9
Organization of Ideas	6	0	3	12	39	33	7
			3	13	42	35	8
Application of Language Conventions	6	0	3	11	36	35	8
			3	12	39	38	9
Mathematics Categories							
Problem Solving	6	0	2	23	38	24	7
			2	25	41	25	7
Understanding of Concepts	6	0	1	26	39	23	4
			1	28	42	25	4
Application of Mathematical Procedures	6	0	2	17	35	33	7
			2	18	37	35	8
Communication of Required Knowledge	6	0	3	26	38	22	4
			4	28	40	24	5
Mathematics Strands							
Number Sense and Numeration	6	0	5	19	29	28	13
			5	20	31	30	14
Geometry and Spatial Sense	6	0	1	29	36	22	7
			1	31	38	23	7
Measurement	6	0	6	29	30	23	5
			7	31	32	24	6
Patterning and Algebra	6	0	1	22	29	30	11
			1	23	31	32	12
Data Management and Probability	6	0	3	24	33	27	6
			3	26	35	29	7
Overall Levels of Achievement							
Overall Level of Achievement in Reading	7	0	3	10	38	37	5
			3	11	41	39	6
Overall Level of Achievement in Writing	6	0	3	10	38	34	8
			3	11	41	37	9
Overall Level of Achievement in Mathematics	6	0	3	12	39	32	8
			3	13	41	34	9

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

61	Schools with Grade 6 students	3%	In English as a Second Language Program
136	Classes with Grade 6 students	2%	Exempted in all three subjects
3006	Grade 6 students	49% Boys	49% Girls 2% Gender not specified
13%	Receiving special education support	13%	Of the students said they speak as often in English as in another language at home
		6%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	3	0	1	4	33	49	11
			1	4	34	51	11
Communication	3	0	0	2	24	54	16
			0	2	25	56	17
Organization of Ideas	3	0	1	7	37	42	9
			1	8	38	44	10
Application of Language Conventions	3	0	7	12	30	39	10
			7	12	31	40	10
Writing							
Reasoning	3	0	2	6	32	43	15
			2	6	33	44	15
Communication	3	0	2	6	30	43	16
			2	6	31	45	16
Organization of Ideas	3	0	2	6	31	44	14
			2	6	32	45	15
Application of Language Conventions	3	0	2	7	28	45	15
			2	7	29	46	15
Mathematics Categories							
Problem Solving	3	0	0	14	36	34	13
			0	14	37	35	13
Understanding of Concepts	3	0	0	17	39	31	9
			1	18	40	32	9
Application of Mathematical Procedures	3	0	1	12	32	40	11
			1	13	34	41	11
Communication of Required Knowledge	3	0	1	16	38	31	10
			2	17	39	32	10
Mathematics Strands							
Number Sense and Numeration	3	0	2	15	29	31	20
			3	15	30	32	20
Geometry and Spatial Sense	3	0	0	20	39	29	9
			0	21	40	29	9
Measurement	3	0	2	23	33	29	10
			2	24	34	30	10
Patterning and Algebra	3	0	0	17	27	35	17
			0	18	28	36	17
Data Management and Probability	3	0	1	17	32	35	12
			1	17	33	36	13
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	0	2	6	30	48	11
			2	6	31	49	11
Overall Level of Achievement in Writing	3	0	2	5	29	45	15
			2	5	30	47	16
Overall Level of Achievement in Mathematics	3	0	2	7	31	42	15
			2	7	32	43	15

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

During the assessment period, students attending a school(s) in this board were displaced due to health concerns.

105	Schools with Grade 6 students	4%	In English as a Second Language Program
251	Classes with Grade 6 students	2%	Exempted in all three subjects
5858	Grade 6 students	50%	Boys 47% Girls 2% Gender not specified
18%	Receiving special education support	12%	Of the students said they speak as often in English as in another language at home
		10%	Of the students said they speak only or mostly in another language at home

Reading	Exempt	No Data	Not Enough Information to Score	Level 1	Level 2	Level 3	Level 4
Reasoning	3	1	1	4	31	49	10
			2	4	32	51	11
Communication	3	1	0	3	26	51	17
			0	3	27	53	17
Organization of Ideas	3	1	2	7	35	42	11
			2	7	36	44	11
Application of Language Conventions	3	1	10	12	26	38	10
			10	12	28	39	10
Writing							
Reasoning	3	1	2	7	34	40	13
			2	8	35	42	14
Communication	3	1	2	7	32	40	15
			2	7	33	42	16
Organization of Ideas	3	1	2	7	33	41	13
			2	7	34	43	14
Application of Language Conventions	3	1	2	7	31	42	14
			2	7	32	44	15
Mathematics Categories							
Problem Solving	3	1	1	11	33	37	16
			1	11	34	38	16
Understanding of Concepts	3	1	1	13	35	35	12
			1	14	37	36	13
Application of Mathematical Procedures	3	1	1	10	30	40	16
			1	10	31	42	16
Communication of Required Knowledge	3	1	2	13	34	33	15
			2	14	35	34	15
Mathematics Strands							
Number Sense and Numeration	3	1	2	14	28	28	24
			2	14	29	29	25
Geometry and Spatial Sense	3	1	1	19	34	30	13
			1	20	35	31	13
Measurement	3	1	3	19	29	32	14
			3	20	30	33	15
Patterning and Algebra	3	1	1	13	26	35	22
			1	14	27	36	22
Data Management and Probability	3	1	1	15	29	35	16
			1	15	31	37	16
Overall Levels of Achievement							
Overall Level of Achievement in Reading	3	1	2	6	30	46	12
			2	6	31	48	13
Overall Level of Achievement in Writing	3	1	2	6	32	42	15
			2	6	33	43	16
Overall Level of Achievement in Mathematics	3	1	1	6	28	40	20
			1	7	29	42	21

Method 1 (shaded line) includes students who were exempted and students for whom no data were collected.
Method 2 excludes students who were exempted and students who did not complete any work during the assessment (No Data).

EQAO
Education Quality and Accountability Office

2 Carlton Street
Suite 1200
Toronto Ontario
M5B 2M9
Tel: (416) 325-2801
Fax: (416) 325-2956
Web: www.eqao.com

Errata

Some printing errors occurred in the *Ontario Provincial Report on Achievement 1998-1999 English-Language Schools.*

The following text should have appeared on page 60 of the section Related Findings:

> Figures cited in this report for Grade 6 correspond to teacher responses, by subject, for each class and do not represent the actual number of teachers.
>
> Given that in Grade 6 there may be different teachers for a class for each of language and mathematics, and that a teacher may teach more than one class, there were two separate Teacher Questionnaires: *Teacher Questionnaire 1* and *Teacher Questionnaire 2*.
>
> *Teacher Questionnaire 1* was completed by the teacher responsible for the class. If this teacher taught both language and mathematics for the class, he or she completed the entire *Teacher Questionnaire 1* and disregarded *Teacher Questionnaire 2*.
>
> If the teacher responsible for the class taught language or mathematics only for the class, he or she completed the classroom demographic section in *Teacher Questionnaire 1* and then completed the rest of the questionnaire only in reference to the subject he or she taught. This teacher then gave *Teacher Questionnaire 2* to the teacher who taught the other subject to the class to complete.

The data contained in Appendix B: School Board Results have been updated since the publication of this report. The revised school board results can be found on EQAO's Web site at: www.eqao.com.